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교육학석사학위논문

A Comparative Analysis of
Conventional and Flipped English Classrooms
of a Korean Middle School: Focusing on
Verbal Interaction and Perceptions

한국 중학교의 전통적 영어 교실과
거꾸로 영어 교실의 비교분석:
언어 상호작용과 인식을 중심으로

2016년 8월

서울대학교 대학원

외국어교육과 영어전공

정 다 빈

A Comparative Analysis of
Conventional and Flipped English Classrooms
of a Korean Middle School: Focusing on
Verbal Interaction and Perceptions

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ABSTRACT

Recently, communicative language teaching-based English classes in Korea were criticized for their non-communicative orientation and teacher-centeredness. Flipped learning (FL) has recently attracted the attention of educational fields for its inversion of the class structure and maximization of class time. This study aims to explore the nature of FL in English classrooms in the Korean EFL context and investigate perception changes in the participant teacher and her students.

The participants were one English teacher and her 100 intermediate-level 9th-grade students in a middle school in Seoul. Two representative classes of 25 students were examined over sixteen weeks. To make a comparison, the classes in the first three weeks were conducted using the conventional method and FL was applied for the remaining thirteen weeks. During the flipped classes, students watched teacher-created online videos prior to each class and participated in task-based group activities in class. Among them, eight reading classes were selected and analyzed by the communicative orientation of language teaching observation scheme. Also, in order to investigate the effect of the flipped classrooms on the teacher and students, interviews with them were conducted and analyzed through a grounded content analysis.

Several significant findings emerged from this study. First, flipped English classes allowed more communication and learner-centeredness in terms of instructional procedures and verbal interactions. Students, who watched online videos outside of the class, actively engaged in learner-oriented group activities. Therefore, the input, output, and interaction between the teacher and students and within students were increased and the aspect of verbal interaction was changed to be more communicative. Still, the learners' low level of language proficiency hindered language development despite the increased input, and interactions. Second, the teacher redefined her role as a facilitator and evaluated that FL contributed to professional development. Students' interest and attitude toward English were changed and resulted in an increase in self-confidence and motivation. Still, FL required an early adjustment period for both the teacher and students and imposed burden of class preparation on the teacher and that of group work on students.

Based on the findings, the study discusses the implication of FL on Korean CLT-based classes and offers suggestions for further studies.

Key Words: Flipped Learning, Flipped English Classroom, Classroom Interaction, Perception Change, Classroom Observation, The Communicative Orientation of Language Teaching Observation Scheme

Student Number: 2013-21377

TABLE OF CONTENTS

| | |
|---|-------------|
| ABSTRACT | i |
| LIST OF TABLES | vii |
| LIST OF FIGURES | vii |
| LIST OF CLASSROOM EXCERPTS | viii |
| LIST OF INTERVIEW QUOTES | ix |
| | |
| CHAPTER 1 INTRODUCTION | 1 |
| 1.1 The Purpose of the Study | 1 |
| 1.2 Research Questions | 7 |
| 1.3 Organization of the Thesis | 8 |
| | |
| CHAPTER 2 LITERATURE REVIEW | 9 |
| 2.1 Communicative Language Teaching | 9 |
| 2.1.1 Definitions, Theoretic Foundations, and Characteristics of Communicative Language Teaching | 10 |
| 2.1.2 Previous Studies on Communicative Language Teaching | 13 |
| 2.2 Flipped Learning | 19 |
| 2.2.1 Definitions, Theoretic Foundations, and Characteristics of Flipped Learning | 19 |
| 2.2.2 Previous Studies on Flipped Learning | 23 |
| | |
| CHAPTER 3 METHODOLOGY | 31 |
| 3.1 Research Design | 31 |
| 3.2 Participants | 32 |
| 3.2.1 Teacher | 32 |
| 3.2.2 Students | 34 |
| 3.3 Data Collection | 36 |
| 3.3.1 Classroom Observation | 39 |
| 3.3.2 Documents | 41 |

| | |
|--|----|
| 3.3.3 Interviews with the Teacher and Students | 42 |
| 3.4 Data Analysis | 43 |
| 3.4.1 COLT | 43 |
| 3.4.1.1 COLT A | 44 |
| 3.4.1.2 COLT B | 48 |
| 3.4.2 A Grounded Content Analysis | 51 |
| 3.5 Ensuring Trustworthiness | 52 |
| 3.6 Ethical Consideration | 53 |

CHAPTER 4 RESULTS AND DISCUSSION 55

| | |
|---|-----|
| 4.1 Instructional Procedures | 55 |
| 4.1.1 Participant Organization | 56 |
| 4.1.2 Content | 61 |
| 4.1.3 Content Control | 63 |
| 4.1.4 Student Modality | 66 |
| 4.1.5 Materials | 68 |
| 4.2 Classroom Verbal Interaction | 72 |
| 4.2.1 Amount of Speech | 72 |
| 4.2.2 Teacher's Utterances | 75 |
| 4.2.3 Students' Utterances | 83 |
| 4.2.4 Interaction Patterns | 90 |
| 4.3 Teacher's Perceptions | 96 |
| 4.3.1 Teacher's Perceptions on Self-created Videos | 96 |
| 4.3.2 Teacher's Perceptions on Group Activities | 99 |
| 4.4 Students' Perceptions | 102 |
| 4.4.1 Students' Perceptions on Teacher-created Videos | 102 |
| 4.4.2 Students' Perceptions on Group Activities | 105 |
| 4.4.3 Students' Changes from Flipped Classroom | 107 |

CHAPTER 5 CONCLUSION 110

| | |
|---|-----|
| 5.1 Major Findings | 110 |
| 5.2 Pedagogical Implications | 113 |
| 5.3 Limitations and Suggestions for Further Studies | 115 |

| | |
|---------------------------------|------------|
| REFERENCES | 117 |
| APPENDICES | 129 |
| ABSTRACT IN KOREAN | 142 |

LIST OF TABLES

| | |
|--|----|
| Table 3.1 Information about the Interviewees | 36 |
| Table 3.2 The Procedures for Data Collection | 37 |
| Table 3.3 Instructional Procedures in Observed Classes | 38 |
| Table 3.4 Classroom Activities in Observed Classes | 40 |
| Table 3.5 Data Analysis Procedure | 52 |
| Table 4.1 Use of Target Language | 73 |
| Table 4.2 Information Gap and Reaction to Form/Message (Teacher) | 76 |
| Table 4.3 Incorporation of Preceding Utterances (Teacher) | 79 |
| Table 4.4 Sustained Speech (Teacher) | 82 |
| Table 4.5 Information Gap and Reaction to Form/Message (Students) | 83 |
| Table 4.6 Incorporation of Preceding Utterances (Students) | 85 |
| Table 4.7 Sustained Speech (Students) | 86 |
| Table 4.8 Form Restriction (Students) | 88 |
| Table 4.9 Discourse Initiation (Students) | 94 |

LIST OF FIGURES

| | |
|---|----|
| Figure 3.1 COLT Observation Scheme: Part A | 44 |
| Figure 3.2 COLT Observation Scheme: Part B | 48 |
| Figure 4.1 Participant Organization | 56 |
| Figure 4.2 Content | 61 |
| Figure 4.3 Content Control | 63 |
| Figure 4.4 Student Modality | 66 |
| Figure 4.5 Types of Materials | 69 |
| Figure 4.6 Sources of Materials | 70 |

LIST OF CLASSROOM EXCERPTS

| | |
|-----------------------------------|----|
| Classroom Excerpt 1 | 76 |
| Classroom Excerpt 2 | 77 |
| Classroom Excerpt 3 | 79 |
| Classroom Excerpt 4 | 80 |
| Classroom Excerpt 5 | 81 |
| Classroom Excerpt 6 | 84 |
| Classroom Excerpt 7 | 84 |
| Classroom Excerpt 8 | 86 |
| Classroom Excerpt 9 | 87 |
| Classroom Excerpt 10 | 88 |
| Classroom Excerpt 11 | 91 |
| Classroom Excerpt 12 | 91 |
| Classroom Excerpt 13 | 92 |
| Classroom Excerpt 14 | 92 |

LIST OF INTERVIEW QUOTES

| | |
|--|-----|
| Teacher Interview Quote 1 (The 1st Interview, May 17th) | 59 |
| Teacher Interview Quote 2 (The 3rd Interview, Dec 18th) | 59 |
| Teacher Interview Quote 3 (The 3rd Interview, Dec 18th) | 65 |
| Teacher Interview Quote 4 (The 3rd Interview, Dec 18th) | 75 |
| Teacher Interview Quote 5 (The 2nd Interview, Oct 19th) | 78 |
| Teacher Interview Quote 6 (The 1st Interview, May 17th) | 96 |
| Teacher Interview Quote 7 (The 2nd Interview, Oct 19th) | 97 |
| Teacher Interview Quote 8 (The 3rd Interview, Dec 18th) | 97 |
| Teacher Interview Quote 9 (The 3rd Interview, Dec 18th) | 99 |
| Teacher Interview Quote 10 (The 3rd Interview, Dec 18th) | 99 |
| Teacher Interview Quote 11 (The 2nd Interview, Oct 19th) | 100 |
| Student Interview Quote 1 (Student A) | 60 |
| Student Interview Quote 2 (Student B) | 60 |
| Student Interview Quote 3 (Student G) | 71 |
| Student Interview Quote 4 (Student E) | 71 |
| Student Interview Quote 5 (Student B) | 90 |
| Student Interview Quote 6 (Student G) | 90 |
| Student Interview Quote 7 (Student A) | 93 |
| Student Interview Quote 8 (Student G) | 94 |
| Student Interview Quote 9 (Student E) | 103 |
| Student Interview Quote 10 (Student D) | 103 |
| Student Interview Quote 11 (Student C) | 104 |
| Student Interview Quote 12 (Student F) | 104 |
| Student Interview Quote 13 (Student H) | 104 |
| Student Interview Quote 14 (Student B) | 106 |
| Student Interview Quote 15 (Student D) | 106 |
| Student Interview Quote 16 (Student B) | 107 |
| Student Interview Quote 17 (Student D) | 107 |
| Student Interview Quote 18 (Student G) | 107 |
| Student Interview Quote 19 (Student A) | 108 |
| Student Interview Quote 20 (Student G) | 108 |
| Student Interview Quote 21 (Student C) | 108 |
| Student Interview Quote 22 (Student H) | 108 |

CHAPTER 1

INTRODUCTION

This study investigates how flipped learning affects instructional procedures, verbal interactions, and perceptions of a Korean middle school English class. In the present chapter, Section 1.1 explains the purpose of the study and research questions are presented in Section 1.2. The overall organization of the thesis is outlined in Section 1.3.

1.1 The Purpose of the Study

As Korea aims for globalization and English has played a role of lingua franca, the power of English has strong influences over the Korean society. A communication ability in English is vital for both personal and professional success of the Koreans, entailing enormous cost and time investment in English education. Korean English learners and their parents choose to go abroad and depend highly on a private education than a public education and some of them are obsessed with the idea that the earlier the starting age of learning English is, the more fluent English ability they will acquire (Song & Kim, 2013). However, an easily overlooked but significant factor in second

language acquisition (SLA, hereafter) is that Korea is in English as a Foreign Language (EFL, hereafter) environment. The EFL environment lacks comprehensible input and opportunities to interact in the target language, which are valuable factors in SLA (Krashen, 1985, 1991; Long, 1981, 1985; Swain, 1980). It is because learners' exposure to English in the EFL environment is confined to English classrooms in the school. According to B. Lee (2014), a total of public English education class time from the third grade of an elementary school to the third grade of high school is 730 hours. It is a mere accumulation for every English class time in secondary schools; therefore, the actual time for input and interaction in English is far more deficient compared to a time requirement for a successful language acquisition (B. Lee, 2014). Besides, English learners are not granted with sufficient time to interact with each other as teachers are forced to offer teacher-centered classes in consideration of overcrowded classes, already-overpacked curriculum, and assessment-centered educational environment (J. Lee, 2014). Even in rare opportunities for interaction, English learners' low proficiency is another obstacle, hindering them from engaging in interaction. Consequently, English learners remain as passive listeners with low motivation and engagement in class.

Under the EFL learning environment, lacking critical elements — comprehensible input and opportunities for interaction — in SLA, Ministry

of Education Science and Technology in Korea has attempted to reflect a call for a change in the public English education. One of the prominent efforts was the National Curriculum Reformation. The 6th curricular reform (effective in 1995) shifted the goal of public English education from acquiring grammatical knowledge to developing communicative competence (Kwon, 2000). Then, the 7th curricular reform (effective from 2001) pursued communicative language teaching (CLT, hereafter) and the ultimate goal of English education in Korea became to improve English learners' communicative competence through it. CLT is an approach evaluated as the best approach to develop foreign or second language learners' communicative competence (Littlewood, 2007; Nunan, 2003). This approach lies its theoretical foundations on Krashen's Input Hypothesis and Long's Interaction Hypothesis (Krashen, 1985; Long, 1981); the sufficient input and interactions in the target language are necessary for successful SLA. Also, Swain's Output Hypothesis (Swain, 1985) supported their hypotheses by asserting that learners acquire language through their 'pushed-out' outputs. In practices, CLT classrooms should prioritize interactions in group works, and the contents of them should be meaning-focused. Teachers should ask genuine questions and students receive opportunities to interact creatively in free ways as though they were in the natural settings. In addition, the negotiation of materials used in class and tasks should occur between

teachers and students (Allen, Fröhlich, & Spada, 1984).

However, CLT classrooms in Korea appear to be opposite to the ideal CLT classrooms due to the limits of EFL environment (B. Lee, 2014). To compensate for this paucity, English education policies proclaimed administrative and systematic solutions: the employment of native English-speaking teachers, fostering competent English teachers by teaching English in English (TEE, hereafter) programs, and offering level-differentiated classes. The empirical findings of research on the effects of these teacher-centered solutions failed in making Korean CLT classrooms more communicative. Under teacher-oriented classes, teachers' utterances accounted for the majority of classroom verbal interaction and gave very limited types of input in English. Interaction patterns in class showed non-communicative Initiation-Response-Feedback sequences, while students were rarely given opportunities for interaction and were reluctant to engage in interaction even when opportunities were given because of their low English proficiency and low motivation (J. Kim, 2014; S. Kim, 2003; Park, 2008). The class itself was non-communicative both in instructional procedures and verbal interactions although it was carried out in English.

In acknowledgment of the limits of CLT classrooms in Korea and teacher-centered English policies, the present study applied flipped learning (FL, hereafter) so as to test to what extent it can improve current CLT

classrooms. Although FL emerged not as a specialized approach in English education but as one applicable to every field, FL is an educational approach of which the ultimate goal is to increase interactions in class and stimulate learners' learning with the help of technology. Learners in the flipped classrooms (FC, hereafter) are motivated to study lesson contents at home through variations of materials (mainly by videos), while they engaged in task-based group works which used to be offered in a form of homework in the conventional classroom (Bergmann & Sams, 2012, 2014; Cockrum, 2014; Yarbrow, Arfstrom, McKnight, & McKnight, 2014). Teachers play the role of stimulating students' interaction as 'a guide on the side' (Bergmann, Overmyer, & Wilie, 2013); on the other hand, students can actively participate in group works, interact with peers, and get personalized help from teachers (Bergmann & Sams, 2013). These advantages of FC may lead to learner-centered classes and compensate for the deficiency of input and interaction of the current CLT classrooms in Korea. Therefore, it is worthwhile to investigate the effects of FL in CLT classrooms in Korea.

Despite FL's recent advent, some studies proved its positive effects on motivation, class engagement, interaction, and academic achievement in various fields (Clark, 2015; Enfield, 2013; Strayer, 2012; Papadopoulos & Roman, 2010). Compared to other academic fields, research in FL in EFL contexts is in its early stage, but they reported positive findings with the

constraint — the need of early adjustment time for teachers and students and more class preparation for teachers (Li, 2013; Moran & Young, 2014; Wang & Zhang, 2013; Webb, Doman, & Pusey, 2014). However, most of the studies were subjected to a university-level and only two studies in Korea to English middle school learners (M. Lee, 2014a; Seo & Seong, 2015). They reported a change in a classroom atmosphere and perceptions of a teacher by flipped instructional procedures (M. Lee, 2014a), and positive effects in both English achievement and attitudes of English middle school learners (Seo & Seong, 2015). No study has examined instructional procedures and classroom verbal interactions of Korean English classes although an analysis of verbal interaction is vital to explore the core of the classroom in that every class consists of interactional sequences between a teacher and students and within students (Mackey & Gass, 2006).

Therefore, the first and foremost purpose of the study is to explore the effect of FC on the changes in instructional procedures and classroom verbal interactions. Also, the study is to investigate the perception changes of the teacher and students. To serve the purposes, the observation was made in the conventional classrooms and FC in the natural settings, and on-site interviews with the teacher and students were conducted. Based on the findings of the study, this study attempts to illustrate how FC can improve Korean CLT classrooms to more communicative and learner-oriented ones.

1.2 Research Questions

This study addresses the following research questions to explore how instructional procedures and verbal interactions change and what the teacher and students' perceptions are in the flipped CLT classrooms of a Korean middle school under EFL contexts.

1. How do the flipped classrooms change instructional procedures?
2. How do the flipped classrooms affect classroom verbal interaction?
3. How does the teacher perceive the flipped classrooms?
4. How do the students perceive the flipped classrooms?

To answer these questions, classroom observations and interviews with the teacher and students were made by the researcher. Answering the first two questions will help to discover how FC could transform the classroom structure and verbal interaction into more communicatively-oriented ones, using the communicative orientation of language teaching (COLT) observation scheme. The last two questions will be answered by interviews

with the teacher and students, applying a grounded content analysis.

1.3 Organization of the Thesis

The present thesis consists of five chapters. Chapter 1 introduces the purpose of the study and states research questions. Chapter 2 builds the foundation with an overview of the extant literature on CLT, FL, and their prior empirical studies. In Chapter 3, the methodology employed in this study is explained in terms of participants, data collection, and data analysis. Chapter 4 elucidates the collected data from quantitative and qualitative analyses and discusses the results for each research question. Finally, Chapter 5 articulates the major findings and offers suggestions for future studies on the basis of the limitations of the current study.

CHAPTER 2

LITERATURE REVIEW

The present chapter includes the literature overview relevant to the current study. Section 2.1 introduces the brief history and theoretical foundations of communicative language teaching and the definition and characteristics of the communicative classroom. Then, empirical evidence of the communicative classroom is provided in 2.2.2. Finally, flipped learning is defined and characterized in 2.3.1, and empirical evidence in previous studies will be presented in 2.3.2.

2.1 Communicative Language Teaching

Communicative language teaching (CLT) is a dominant approach in foreign or second language (Littlewood, 2007; Nunan, 2003). Section 2.1.1 reviews its brief history, fundamental theories, and characteristics of CLT. Empirical studies about CLT in English as a Foreign Language (EFL) context are presented in Section 2.1.2.

2.1.1 Definitions, Theoretic Foundations, and Characteristics of Communicative Language Teaching

CLT is one of the most predominant teaching approaches in foreign or second language acquisition. Its ultimate goal is to develop learners' communicative competence through communicative classroom (Richards & Rodgers, 1986). The definition of communicative competence is being formulated and re-identified by many researchers (Hymes, 1971; Canale, 1981; Canale & Swain, 1980; Bachman, 1990; Bachman & Palmer, 1996). Proposed by Hymes (1971) against the Chomskian pure linguistic competence of ideal native speakers, a definition of communicative competence was "the ability to interact with members of society in a proper and meaningful way." That is, Hymes as sociolinguist added sociocultural and interactive factors to communicative competence. Later, it was expanded and re-categorized into grammar competence, sociolinguistic competence, discourse competence and strategic competence (Canale, 1981; Canale & Swain, 1980) and has been more elaborated into language competence, strategic competence, and psychophysiological mechanisms (Bachman, 1990; Bachman & Palmer, 1996).

A number of studies have been carried out for the purpose of developing

communicative competence in second language acquisition (SLA), and thus major hypotheses were proposed: Input Hypothesis (Krashen, 1985), Output Hypothesis (Swain, 1993), and Interaction Hypothesis (Long, 1981, 1985), which is being called the interactional approach now (Mackey & Gass, 2006). Krashen (1991) evaluated 'comprehensible input' in the natural learning environment as a valuable factor in language improvement, and in alignment with his argument, Long (1990) emphasized interaction with others as the essential component for successful SLA. Swain (1985), on the other hand, found that learners did not acquire the rules under French immersion environment even with rich comprehensible input and then concluded successful language acquisition does not occur without 'comprehensible output.' Therefore, an assurance of an abundant amount of input and interaction, including comprehensible output in the target language can be helpful in SLA (Swain, 2000).

Based on the hypotheses of CLT, a successfully communicatively-oriented class should possess different instructional procedures from a conventional one. An ideal communicative classroom prioritizes interaction in group works and places a focus on meaning. Teachers ask genuine questions without knowing answers; on the other hand, students are given opportunities to interact creatively in unrestricted ways (Fröhlich, Spada, & Allen, 1985). In addition, the negotiation of materials and tasks in class

should be made between a teacher and students. Li (1998) confirms Fröhlich et al.'s (1985) definition, adding that a communicative classroom is where an instruction on communicative functions and meaningful tasks should be given rather than on language itself. Besides, authentic materials and group works should be involved in a communicative classroom (Lightbrown & Spada, 1999). Kumaravadivelu (1993) suggested specific macro-strategies for a genuine CLT class; a desirable CLT class should (1) create learning opportunities in class, (2) utilize learning opportunities created by learners, (3) facilitate negotiated interaction between participants, (4) activate the intuitive heuristics of the learners, and (5) contextualize linguistic input.

As a number of researchers agreed on the definition of a communicative classroom, the desirable characteristics of teachers and students in the actual classrooms are described as well. Lee and Pattern (2003) insisted that the roles of a teacher and learners in CLT class should be reversed. Communicative teachers should (1) throw referential questions, (2) give content feedback to the learners, (3) utilize speed modifications and rephrasing of utterances, and (4) attempt to negotiate meaning with the students (Cullen, 1998). Also, Thornbury (1996) emphasized that teachers should wait for students, instead of rephrasing the question, passing a speaking chance to another student, or giving the answer themselves. Also, they should play various roles as a facilitator (Larsen-Freeman, 1986). On

the other hand, students in the communicative classroom are required to participate actively in group works and to learn through interaction with a teacher and peer students (Fröhlich et al., 1985; Richards & Rodgers, 1986). On the contrary, non-communicative teachers (1) use display questions exclusively or excessively, (2) give only form-focused feedback to the learners, (3) echo the student response, and (4) engage in predictable Initiation-Response-Feedback sequences in classroom discourse (Cullen, 1998). In a non-communicatively-oriented classroom, students remain to be passive and reluctant and speak in a restricted form (Fröhlich et al., 1985).

Given the fundamental components of CLT classrooms, an ideal and desirable communicatively-oriented classroom should be designed to include sufficient group works to encourage students' active engagement in verbal interaction as well as to provide them with abundant input and interaction opportunities. In the following section, previous studies in CLT classrooms in Korean EFL contexts will be investigated to evaluate the effort made to put CLT classrooms into practice and the results of them.

2.1.2 Previous Studies on Communicative Language Teaching

CLT has confronted two major criticisms in the advent of its emergence

in Asian EFL contexts. The first criticism CLT confronted was its inappropriateness for Asian contexts. Holliday (1995) insisted that since CLT originated from Western social and cultural value system, a student-centered class, which CLT mainly seeks for, is not adequate to Asian contexts rooted in Confucianism. CLT may be appropriate for Western countries, evaluating focus on meaning, but not for Asian countries, emphasizing knowledge and form (Ellis, 1996). The second criticism forward CLT was its inappropriateness for EFL contexts. CLT may be effective to learners in English as a second language contexts with sufficient input and interaction, while learners in EFL contexts are only exposed to the target language only in classrooms and are rarely given opportunities to interact in the target language (Guilloteaux, 2004).

Despite these criticisms toward CLT, there have been efforts both at the macro-level by the government and at the micro-level by the teachers to re-interpret CLT with regard to unique characteristics of Korean EFL contexts. As the governmental efforts, National Curriculum was reformed and revised since the 6th National Curriculum whose goal was changed to develop communicative competence of Korean English learners. Through 7th National Curriculum and its revisions in 2007 and 2011 (Y. Lee, 2014), the government advised teachers to adjust the use of English input based on their local or specific educational environment and to provide differentiated

classes to realize learner-centered learning (Lee, 2009; Chang, 2007). Also, in practice, government-led policies suggested ways of compensating the lack of second language input and interaction and learner-centeredness in a perspective of teachers: the employment of native English-speaking teachers, teaching English in English (TEE, hereafter) programs for non-native Korean English teachers, and level-differentiated classes. These changes brought improvement in CLT environment to some extent, yet the results were insufficient to resolve skepticism toward CLT (Kim, 2007; Lee & Kim, 2013; Park, 2008).

The employment of native English-speaking teachers resulted in mixed findings; it was helpful in increasing students' class engagement and motivation (Kim & Kwak, 2002), but some of the teachers were disqualified or incompetent (M. Kang, 2013). In order to examine whether native English-speaking teachers encourage classes to be communicative, Park (2008) analyzed five English classes using the communicative orientation of language teaching (COLT) scheme and concluded overall classes tended to be non-communicative unlike a general expectation. The input by native English-speaking teachers was limited and focused on form. Also, materials of them were confined to the textbook only. Since most of the classes were led by a teacher and few group works were included, students could not interact creatively in the target language. When rarely did negotiation of

meaning between the teacher and students and within students occur, students preferred using the native language. Contrary to the common belief, a class taught by a native English-speaking teacher did not stimulate classrooms to be communicative and reported similar characteristics of classes taught by a non-native English teacher.

With disappointing results from native English-speaking teachers, Ministry of Education Science and Technology strengthened TEE training programs to foster competent English teacher and it aimed to improve teachers' teaching skills and to reduce their burden for TEE (Chang, Kim, & Cheng, 2011; Y. Lee, 2014). However, this program received both positive and negative responses from teachers; some regarded it as a helpful tool in English proficiency improvement, but others as another type of burden on them (Lee, 2012). In addition, the students' different responses for TEE depended on their proficiency (Kim & Kim, 2012). For instance, Kim (2007) showed different ratios of TEE classes, classroom behaviors, interaction patterns between the teacher and students based on various learners' proficiency. The analysis on before-differentiated classes and after-differentiated classes — high, intermediate, and low classes — using the Foreign Language Interaction System (FLIAS, hereafter) scheme presented that all the classes except the advanced class did not have meaningful interaction in TEE classes. Every interaction was initiated by the teacher,

which was a trait of conventional classroom interactions, and most of the students were excluded from interactions. This study is meaningful in that it analyzed the actual classroom interaction of all student levels. However, the limitation of the study was in the characteristics of the interaction analysis tool itself. The FLIAS scheme put a focus on the teacher's utterance, so students' utterances were not involved in the analysis. This present research took this limit into consideration and utilized the COLT scheme including both the teacher and students' utterances.

The other governmental policy for students is differentiated instruction in the public English education to satisfy various needs of learners (Goldring, 1990; Rogers, 2002). Rogers (2002) claimed that differentiated class motivated advanced learners to obtain an improvement in academic achievement. Similar findings were reported in differentiated classrooms in Korea as well. However, the awareness of teacher and students on differentiated instruction tend to be different (Jee & Kim, 2014; Lee & Kim, 2013; Slavin, 1990). For example, Lee and Kim (2013) compared the perceptions of students and teachers in level-based class. Teachers showed more positive attitudes than their students, while students, regardless of their proficiency, complained that they could not receive personalized education in consideration of their unique individual differences. The result implied that teachers should take into account a proficiency gap in students

even in the homogenous group.

As shown in previous studies, three teacher-centered solutions could not overcome the limits imposed by Korean CLT classrooms. The implementations have not successfully compensated for deficiency in input and interaction in Korean EFL contexts. The classes were still criticized for its non-communicative characteristics and students with low proficiency remained as passive learners. Teachers were discouraged by social and environmental situations such as limited classroom hour, overcrowded classes, already-crowded curriculum, assessment-centered learning environment (Y. Lee, 2014).

Therefore, it is time to seek another way to foster a communicative class instead of manipulating the teacher factor. Innovation in basic instructional procedures is highlighted more than ever. To renew the real purpose of CLT classrooms, this present study suggests FL as the alternative in the subsequent sections. There is no empirical study comparing the conventional and flipped English classrooms but the study by Lee, Heo, and Kim (2015) reported that flipped social classrooms in an elementary school transformed instructional procedures into student-centered interactive classrooms, and encouraged a variety of two-way interactions. Although it is a study on the non-English subject taught in the native language, a noteworthy change in class followed after flipped learning. It suggests the possibility of a similar

change in English class. To testify what positive effects can occur by flipped learning, this study will compare instructional procedures, and classroom verbal interactions in both conventional and flipped English classes.

2.2 Flipped Learning

Flipped learning is an education model of flipping the classroom structure with an aid of technology in order to maximize the face-to-face time in class. In Section 2.2.1, the definition, background, and characteristics of flipped learning are illustrated. Section 2.2.2 presents how the flipped classrooms were interpreted and realized in previous studies.

2.2.1 Definitions, Theoretic Foundations, and Characteristics of Flipped Learning

Flipped learning (FL) is not a novel but innovative education model which recently received much attention (Bergmann & Sams, 2014). According to Flipped Learning Network, established by Bergmann and Sams with other co-researchers, “Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the

individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (Yarbro et al., 2014 p. 6). In other words, FL offers a direct instruction in various ways (videos, podcasts, reading materials, and so forth) prior to the class to overcome the limit of a one-directional conventional class led by a teacher and creates interactive classes with group works led by students to maximize face-to-face time in class. Unlike blended learning which puts an equal emphasis on both online and offline, FL regards online as a tool for preparing students before the class for a purpose of making the best use of class time (Bergmann & Sams, 2012, 2014).

The elements of FL are 1) flexible environment, 2) learning culture, 3) intentional contents, and 4) professional educators (Yarbro et al., 2014). The ideal FL cannot be achieved without these components in the flipped classroom (FC). FC represents a superficial change in classroom structures while FL is the result of the essential and careful integration of instructional concepts in videos and classroom activities (Bishop & Verleger, 2013; Yarbro et al., 2014). Therefore, no single model for FC exists because FC differs from teachers’ various application of FL components to their subjects, adjusting their educational surroundings (Bishop & Verleger, 2013). FL encourages a variety of variations; Flipped Class 101 can develop into

Flipped Mastery, Flipped Gamification, Flipped Peer Instruction, Flipped Project-Based Learning, Flipped Genius Hour, Explore-Flip-Apply An Inquiry Technique and so forth (Bergmann & Sams, 2014).

FL sets constructivism as a theoretical background; constructivism lies in the core assumption that learning happens when learners actively construct their new knowledge based on their prior knowledge through interaction. According to Vygotsky (1986), there are two characteristics of constructivism. First, learners construct their own meaning of learning. Instead of passively receiving information or knowledge, they convert it to meaningful knowledge and need a process of storing it in learners' knowledge schema and adapting to it. Second, learning in constructivism can be reinforced through interaction with others. Learning occurs during the process of sharing knowledge with others and finding and setting down differences in everyone's concepts and knowledge structure. Since a constructive teaching approach insists that learning activities should precede teaching concepts to learners, the constructivism-oriented classroom includes student-centered group activities more than teacher-led lectures (Kim, 2015). Therefore, learners develop their concepts through learning activities, and these newly experience knowledge is connected to prior knowledge, re-organized, and amplified. In the FC based on constructivism, learners can construct knowledge through online videos before class, and actively engage

in class (Bergmann & Sams, 2012; 2014).

Based on a constructive teaching approach, Bergmann & Sams (2012, p. 20-33) stated the characteristics of FL: (1) Flipping is helpful for today's busy students, (2) it helps students of all abilities with online videos and group works, (3) it increases students-teacher and student-student interactions, (4) it allows teachers to know their students better, (5) it offers real personalized instructions, (6) it changes classroom management, (7) it can influence students' parents, and (8) it can lead to the flipped-mastery program. Cockman (2014) added, "Flipping helps students become more responsible for their own learning" (p.5). The roles of a teacher and students were altered by flipping instructional procedures in the class. The teacher no longer used a lecture, 'a shotgun approach' (Bergmann & Sams, 2012, p.7) in front of the class to transmit knowledge to students, and they stayed as a guide on the side instead of a sage on the stage (Bergmann et al., 2013). They enabled individualized learning by providing immediate help and appropriate feedback to students in class. Unlike lecturing in front of whole class, they could offer personalized education adequate for individual students' learning ability and pace (Brezman, 2014). Away from being passive listeners, students become an active learner by learning the fundamental knowledge through on-line video and by applying it in extensive and intensive tasks with a discussion with peers and with a help of

a teacher (M. Lee, 2014b). They construct their own knowledge through their learning experience. It is the same roles of a teacher and students in the constructive context of learning (Mayer, Moreno, Boire, & Vagge, 1999).

According to the definition, theoretical background, and characteristics of FL, FL proved to have the potential to transform classes into student-oriented and interactive ones by inverting the classroom structure (Bergmann & Sams, 2012, 2014). The study expects the application of FL may change Korean CLT classrooms into more communicative ones by changing the roles of a teacher and students, compensating a lack of input and interaction, which is a chronic problem of Korean EFL contexts (B. Lee, 2014). In order to ratify this assumption, empirical studies on FL will be reviewed in Section 2.2.2.

2.2.2 Previous Studies on Flipped Learning

Previous research on FL has covered a variety of study fields and educational levels from the secondary schools to a university (Sams & Bergmann, 2013). The studies in international contexts reported positive effects of FL on learners' collaborative works and openness to a new teaching method (Strayer, 2012), increases in students' class engagement

(Clark, 2015), changes in learners' learning habits and increase in class concentration (Papadopoulos & Roman, 2010), and rise in self-efficiency (Enfield, 2013). However, according to the extensive review by Yarbrow et al. (2014), most of the research were confined to a university level, and they focused on mathematics, science, engineering, medical science, pharmacy and so forth, while the application in a foreign language only accounted for seven percent. For example, Dill (2012) compared the results between an FC group and a control group of 7th graders in two-week French as Foreign Language classes and FC showed better homework completion rate, classroom behaviors, and engagement, and better grades in post-grammar and writing assessments. However, the short experimental period of two weeks is not enough to verify the effect of FC.

Although research on FL in EFL context is in its early stage compared to other study fields, the findings also reported similar positive effects such as improvement in English achievement (Hung, 2015; Seo & Seong, 2015), higher class engagement and understanding (Hung, 2015; Sung, 2015), favorable classroom atmosphere and the teacher's perception change (M. Lee, 2014a), positive effects on self-directed learning and personalized learning (Kang & Ahn, 2015). Among the studies on college students, the study of Hung (2015) proved the positive effect of FC on achievement and learning attitudes. He divided seventy-five intermediate English college learners

enrolled in a communicative English course into three groups: two FC groups, — one with structured lessons, using WebQuests, and the other with semi-structured lessons, using TED-Ed — and one control group with conventional lessons. After eight weeks, FL groups scored higher in assessments, including vocabulary quiz, multiple-choice questions for video comprehension, and an oral presentation or writing performance. Besides, they showed higher learning satisfaction and engagement no matter what FL types they belonged to.

In addition to research on variations of FL types, the research of Webb et al. (2014) showed interesting results of how perceptions of teachers and students changed during experimental periods. Webb et al. (2014) designated four different lessons for 135 high-intermediate English learners: the whole-flipped (flipping the entire experimental period for 15 weeks), front-flipped (flipping classes only for the first half of the study), back-flipped (flipping classes only for the last half of the study), and non-flipped lesson (conventional classes). In the beginning, most of the learners in every group regarded teachers' in-class direct instruction as superior to online learning and preferred their lectures in the classroom. However, as learners were accustomed to FC over time, those in flipped groups wanted to continue FC even after the experiment. This need of adjustment period for learners was also founded in studies of Li (2013), Moran and Young (2014), and Wang

and Zhang (2013, cited in Webb et al., 2014). The four participant teachers needed an adjustment period for a new teaching method as well. FC, a classroom with relatively new instructional procedures, is implied to require adjustment periods but after the period, both teachers and learners can benefit from positive influences of FC.

In the Korean context, much attention was drawn to FC after a four-series sequel documentaries by a major national channel in 2014 and a number of studies on various subjects demonstrated positive results in many aspects, but some of them did not report the statistically significant difference in academic achievement and learning motivation (Hong, 2016). FC research related to English education requires more attention than other subjects since only 25 studies have covered English language. According to Research Information Sharing Service (RISS) by Korean Education and Research Information Service (KERIS), the number of research on FC in English consisted of 4 masters' and doctoral dissertation and 21 academic journals since 2014 (reviewed on April 1st, 2016). A detailed analysis of them showed that the number of actual instructional research exceeded that of an investigation of teachers' perceptions on FC (Kang & Ahn, 2015; Park & Cha, 2015) and research model designs (Jeong, 2015; Lim, 2015; Seo, 2015). The positive findings of FC were a change in classroom atmosphere (Kang & Ahn, 2015; M. Lee, 2014a), positive influences on motivation,

attitude, and class engagement (Kim, 2015; Ko, 2015; Sung, 2015) higher class satisfaction (Lee, 2015; Kang & Ahn . 2015; Kim, 2015; Sung, 2015), self-directed learning (Ko, 2015; Sung, 2015), higher academic achievement (Lee, 2015; Lim, 2015; Kim, 2015; Ko, 2015; Seo & Seong, 2015), an increase in interactions (Lee, 2015; Kang & Ahn, 2015; Ko, 2015). On the other hand, negative results reported difficulty in initial adjustment, online videos as another burden to students, and obligatory sacrifice of teacher for class preparation (Byun & Jung, 2015; Sung, 2015).

Among them, the research of Kim (2015) compared affective experiences, academic achievement, and class satisfaction of 64 university students in flipped classes and conventional classes on a general English program. After taking a three-hour course in four days in a week in a 16-day duration of summer class, students in flipped classes reported more positive experiences, and higher assessment scores and class satisfaction. However, as the author mentioned, the fact that the researcher taught a flipped class may affect students' affective experiences, leaving an experimental flaw. Another research on university students by Sung (2015) was subjected to advanced and highly motivated ones in major English subject, "English Curriculum and Evaluation." From a review on 10 official and 4 unofficial questions in course evaluation at the end of the course, online and team discussion, and learning logs of students, students acknowledged advantages

of FC in that they could actively participate in class and interact with the teacher and peers, but excessive amount of homework impeded the fast adjustment. Sung's (2015) study is meaningful in that it conducted a qualitative analysis of students' perceptions on FC with various sources but missed the teacher's view. Therefore,, this present reflected this limitation by including interviews with a teacher.

Most of FC research on English investigated its effects on higher education while only two research on middle school did. The study of Seo & Seong (2015) divided 120 female middle school students in advanced classes into four groups — two groups with a grammar-translated method as control groups and one group with teacher-guided FC and the other group with student-centered FC as experimental groups. After the four weeks of the experiment, the higher improvement in academic achievement was shown in groups with FC, and there was no statistically significant difference between two different types of FC Besides, it had a positive influence on students' attitude toward English and class satisfaction. The result corresponded to Hung's (2015) study which proved the effects of FC regardless of the FC types. However, there were no clear criteria for distinguishing teacher-guided and student-centered at the first time. Besides, the short period of the experiment (four weeks) and the inclusion of high proficient learners only were not sufficient to assure the effect of FC in a long-term and on every

level of students. In the other study of FC, M. Lee (2014a) discovered a positive change in a classroom atmosphere and an English teacher's perception of students and the act of teaching through classroom observations. However, it only focused on the teacher and excluded a detailed analysis of verbal interactions and perception changes of students. The research motivated the present study to illustrate both changed instructional procedures and verbal interactions in the flipped classes and to show FC's effects on perceptions from the perspectives of both the teacher and students to provide more comprehensive views.

Previous studies on FC in Korean EFL context reported positive results, but the limited number of studies hindered assuring the definite effect of FC. Besides, most of them examined partial components of FC in a relatively short experimental period. Furthermore, since they were subjected to university students with higher-than-average proficiency and strong motivation or middle school students in the advanced level, the benefits of FC cannot be generalized to the overall students with average and low proficiency.

Thus, this present study will apply FC to intermediate students in a Korean middle school for a semester, examining the instructional procedures, and observing classroom verbal interactions to justify the effect of FC. Also, changes in perceptions of both the teacher and students will be investigated

for FC's effects on cognitive and affective factors. These methods will testify how FC can be suggested as an effective solution to non-communicative and teacher-oriented English classrooms in Korean EFL contexts.

CHAPTER 3

METHODOLOGY

This chapter outlines the methodologies employed in the present study. Section 3.1 and 3.2 discuss the research design and participants. In Section 3.3, more detailed portraits of the data collection procedures are illustrated. The subsequent Section 3.4 explains the quantitative and qualitative data analysis tools. Section 3.5 discusses the trustworthiness of the data and Section 3.6 addresses ethical considerations for the study.

3.1 Research Design

This study takes a mixed methods approach which involved both quantitative and qualitative methods. The entire research lasted eight months from April to November, 2015. Duration for data collection was sixteen weeks from the third week of August to the fifth week of November 2015.

The participants of the study were a female English teacher and her 100 intermediate junior students in a boy's middle school. All participants attended the flipped classes under the school's regular English curriculum through three to four 45-minutes English classes per week. A classroom observation was used as the main data collection tool as Van Lier (1989)

proposed that an observation in the second language classroom should be to explore what events occur in class and assure ultimate improvement in language education. The collected quantitative data from classroom observations was analyzed using the communicative orientation of language teaching (COLT) scheme (Fröhlich et al., 1985), and the qualitative data gathered from interviews on the teacher's and students' perceptions of flipped learning (FL) was analyzed using the content grounded analysis (Bogdan & Biklin, 1998; Glaser & Strauss, 1967).

3.2 Participants

The participants of the study were one English teacher and her intermediate-level students. Section 3.2.1 describes a profile of the teacher and Section 3.2.2 introduces the participant students.

3.2.1 Teacher

A female English language teacher participated in this study. She had a second-level teacher certificate and five years of teaching experiences all at middle schools, having taken charge of high and low differentiated classes.

She considered herself as one of the second language learners as well, so she went abroad for one year in a foreign exchange program in college and studied in an M. A. program in the department of English language education for professional development. She has a reputation as a competent English teacher by fellow faculty and students.

She worked in a boy's middle school located in Seoul, South Korea. This school was designated as a laboratory school by Ministry of Education Science and Technology, which offered students various English-related activities (i.e., English presentation and pop-song contests, reading English book contests, after-school English classes, and English film screening). The national standardized achievement test score administered by the Ministry of Education Science and Technology in November, 2015 showed that a majority of students reached above average English proficiency; 66.8% of 274 students had above average English proficiency. The percentage of students with average English proficiency was 29.6%, and only 3.6% of them had below average English proficiency.¹

In addition, as a laboratory school by Ministry of Education Science and Technology, the school regularly did a collaborative research project with a university in Seoul. This study was also conducted as a cooperated project between the school and the university, and the teacher was recommended to

¹ http://www.schoolinfo.go.kr/ei/ss/Pneiss_b01_s2.do?HG_CD=A000003514#frame

participate in by the school. She had heard of FL (FL, hereafter) prior to the study, and recognized its potential advantages, but was reluctant to put it into practice due to her skeptical views on the practicality of flipped classrooms (FC). Also, she believed herself to be a communicatively-oriented teacher since she had tried to include individual or pair activities instead of direct instructions and to interact with students by frequently asking questions in classes. She agreed to join the study, but still questioned the effect of FL. Nevertheless, for the research, she attended a FL training workshop by Futureclass Network and learned how to create own videos and design FC. In addition, the researcher offered guidelines for FC, and sample FL activities.

3.2.2 Students

The participants in this study were a total of 100 male ninth students assigned to the teacher's four classes. Although they all belonged to the homogenous intermediate level, the proficiency gaps in academic achievement and attitudinal ones toward English varied. Some students were highly motivated, while others lost interests in studying English. They received English education in this school under the Korean national

curriculum for middle school. The school assigned four English class periods per week to 3rd-grade students. In the lessons, the teacher covered the textbook *Middle school English 3* published in 2009 under the revised National Curriculum (2009) along with teacher-made worksheets. Most of the classes focused on interpreting listening scripts and translating reading texts and giving explicit grammar instructions by a Korean teacher. One bi-weekly class was taught by one native English-speaking teacher, and she only dealt with listening and speaking sections in the textbook.

For this study, every student in intermediate classes took conventional lessons in regular classrooms for the first three weeks and then participated in FC for the last thirteen weeks. During most of the conventional classes, they listened to teacher-fronted lectures and joined in individual or pair activities; on the other hand, in the flipped classes, they were required to watch teacher-created videos, lasting 4 to 15 minutes prior to each class and participated extensive and intensive activities with a collaboration with peers and a help of teacher. Any student who had an experience abroad of more than six months followed the same curriculum but was excluded for data analysis in this study.

For a more in-depth analysis, two representative classes among the teacher's four ones were chosen with a consultation with the teacher based on the level of their motivation and engagement; one with high motivation

and active participation and one with lower motivation and less active participation. Besides, a total of eight students were selected among them based on their English proficiency and affective factors for more focused analysis on various views. Table 3.1 presents the participants' English proficiency level and their motivation and engagement level.

Table 3.1
Information about the Interviewees

| Participants | English Proficiency | Motivation & Engagement |
|---------------------|----------------------------|------------------------------------|
| Student A | Intermediate high | High |
| Student B | Intermediate high | High |
| Student C | Intermediate high | Low |
| Student D | Intermediate high | Low |
| Student E | Intermediate-low | High |
| Student F | Intermediate-low | High |
| Student G | Intermediate-low | Low |
| Student H | Intermediate-low | Low |

With the consent of the recommended students, their group or pair activities were both video- and audio-recorded and were interviewed at the end of the semester.

3.3 Data Collection

The data of the study was collected in three ways. First, the researcher made classroom observations in four phrases over 16 weeks with video/audio

recordings, and took field notes (Section 3.3.1). Second, the participant teacher offered the researcher documents related to instructions (Section 3.3.2). Lastly, interviews with the teacher and students were conducted (Section 3.3.3) at the beginning of, during, and after the experiment, and at the end of it, respectively. The schedules for data collection are summarized in Table 3.2 and more detailed explanation will be provided in the following sections.

Table 3.2
The Procedures for Data Collection

| | Participants | Phases | | | |
|----------------------------------|---|--|--|---|---|
| | | 1 st Conventional class (Aug.) | 2 nd Flipped class (Sept.) | 3 rd Flipped class (Oct.) | 4 th Flipped class (Nov.) |
| Classroom observation | The teacher/ her students | 7 | 7 | 7 | 6 |
| Semi- structured Interview | The teacher | 1 (May 17th) | | 1 (Oct 19th) | 1 (Dec 18th) |
| | Her students | | | | 1 (the last week of Nov) |
| Documents | School curriculum, textbooks, class materials (worksheets), and video footage | | | | |

The total of 16 weeks of research was divided into four phrases according to the time when a chapter of the textbook started. The class in the first phrase was taught in a conventional way, and ones in the rest of phrases were flipped. The number of classroom observation the researcher made was

recorded in the first rows under each phrase. Three interviews with the teacher were marked in the second rows and the interview with each student in the third row. Lastly, the collected documents were presented at the last row.

Table 3.3 explains how instructional procedures changed in the conventional and flipped classes before, in the middle of, and after the class. In conventional class, students come to class without a certain preparation, listened to direct instruction for most of the class and participate in individual or paired work and self-review or do homework. On the contrary, in flipped class, they watch online videos before the class, attend class with review and pair or group works, and re-watch online videos and do homework.

Table 3.3
Instructional Procedures in Observed Classes

| <div style="text-align: center;">Treatment Time</div> | Conventional | Flipped |
|---|--|---|
| Before class | None | Watch online videos |
| In the middle of class | Direct instruction Individual or pair works | Review (Question Board) Pair or group works |
| After class | Review/ homework (sometimes) | Re-watch online videos/ homework (sometimes) |

3.3.1 Classroom Observation

The aim of the study is to investigate the changes in instructional procedures and classroom verbal interaction in the conventional and flipped classrooms. Therefore, the necessary data was collected by the researcher's non-participatory observation of each actual classroom. She set up five cameras in the classroom and distributed seven recorders to the teacher and two groups with four students each in order to observe interactions between the teacher and students and among students in an unobstructed way. The researcher took field notes while observing the classes. Soon the teacher and students reported to feel comfortable with a camera and recorders around them and performed naturally. A lesson lasted for forty-five minutes. In total, 27 lessons were observed in the teacher's class. Among them, eight representative classes (two conventional and six flipped classes) were carefully selected and analyzed.

For the fair comparison of the conventional and flipped classes, the researcher had to limit the type of language skills dealt in a classroom to one particular language skill since classroom interaction varies differently according to the focus of language skills. The participant teacher took responsibility of teaching vocabulary, listening scripts (not actually listening),

reading passages, and reading passages in a combination of grammar. Reading lesson was chosen as the subject of observation for several reasons. First, it consists of the majority of lesson types in Korean EFL classrooms (Lee, 2005). Also, it is problematic in that it is the lesson type that tends to regress back to the conventional teaching method (J. Lee, 2014; Y. Lee, 2014). Furthermore, it, which was used to be a receptive skill, is likely to have the possibility to be transformed into productive skills through FL.

Besides, to minimize the examine the effects of FC fairly, and minimize the interfering effect from the characteristics of each section of the textbook, the third class of each chapter's reading passage was selected. Since the third class of reading passage always includes the middle of reading passage, the teaching is quite similar. Table 3.4 shows classroom activities and instructional procedures in observed classes.

Table 3.4
Classroom Activities in Observed Classes

| Date | Class | Lesson and Activities | Treatments |
|--------|-----------|--|--------------|
| Week 3 | Class 1&2 | Lesson 6: Hallyu, the Korean Wave Activity: Reviews on past lessons (T-S) Word Bingo (Paired) Read aloud (T-S) Direct Instruction (T-S) Sharing ideas (T-S) Direct Instruction (T-S) | Conventional |

| | | | |
|---------|-----------|---|---------|
| Week 6 | Class 3&4 | Lesson 7: Don't Cry for Me, Sudan Activity: Question Board (Individual) Question Board Check (T-S) Correct or Incorrect? (Group) Key Words to Summary (Group) | Flipped |
| Week 10 | Class 5&6 | Lesson 9: The tricks Money Plays on You Activity: Textbook (T-S) Worksheet (Group) Make a Reference Book (Group) | Flipped |
| Week 14 | Class 7&8 | Lesson 8: A Picture in Words Activity: Read aloud (T-S) Worksheet (Group) Simile and Metaphor (Group) Write-a-poem (Individual) Spinning-chain Writing (Group) | Flipped |

* T-S: Teacher to Whole class

3.3.2 Documents

Documents relevant to classroom observations were collected for this study. They were textbooks, teacher-created videos and teaching materials, and other activity worksheets. Since the FL model required the teacher to utilize various materials for many activities, the examination of them helped the researcher understand and interpret instructional practices and interactions.

3.3.3 Interviews with the Teacher and Students

Three semi-structured interviews with the teacher and one individual interview with each student were conducted. The first interview with the teacher was undertaken on May 17th, 2015. In the interview, the researcher asked the teacher of her previous English learning, teaching experience, professional development, educational philosophy, and teaching styles. In addition, the teacher was asked about her perceptions and expectations on FC. The second interview was carried out in October 19th, 2015, during the application of FL. The teacher was asked about advantages of flipping classrooms, challenges from them, and students' responses. The final interview was done after the semester in December 18th, 2015 and covered the extent of changes flipping classrooms brought to her students and herself.

As for the interviews with students, there was one individual interview with each student after the treatment. The students were asked how they perceived the major elements of FC; on-line videos and group activities. They also expressed their opinions freely about the effects of FC on them in various aspects; academic achievement, attitudes toward English, relationships with the teacher and peer students, learning styles, and self-directed learning (See Appendix A for interview questions).

3.4 Data Analysis

Quantitative and qualitative data from the study was analyzed by different tools. Section 3.4.1 describes coding procedures of COLT and 3.4.2 explains phases of the grounded content analysis using NVivo 10.

3.4.1 COLT

Among a great number of classroom observation schemes, COLT has been evaluated as the most qualified and adequate one to capture the communicativeness of classrooms (Fröhlich et al., 1985). Also, Nunan (1996) supported their arguments for the excellence of COLT in that it was the most comprehensive analysis system grounded in psycholinguistics theories. Thus, this study adapted the COLT scheme for the purpose of examining the effects of FC on instructional procedures and classroom verbal interaction of the teacher and students. COLT consists of two parts; Part A delineates the classroom procedure at the level of activities and episodes, and Part B specifies the verbal interaction between the teacher and students and within students based on Part A.

3.4.1.1 COLT A

Figure 3.1 shows Part A of the COLT scheme. Coding for all Part A features is based on activities and/or episodes in class. An activity is defined as a classroom activity, and it may have one or more episodes as its subcategories. The researcher records the starting time of each activity or episode, lasting more than one minute. They are calculated to show the percentage of time spent on the various COLT features.

| COLT PART A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|--------------------------|--------|--------|-----------|----------------|----------------|-----------|------------|---------------------|----------|-----------|--------------|--------|--------------|----------------------|-----------------|----------|------------------|----------------|-------|-------|---------|-----------|--------|--------|--------|-------|--------|--------------|------|----|
| Communicative Orientation of Language Teaching Observation Scheme | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | | | | | | | | | | Grade(s) | | | | | | | | | | Observer | | | | | | | | | | | | |
| Teacher | | | | | | | | | | Lesson (min.) | | | | | | | | | | Visit No | | | | | | | | | | | | |
| Subject | | | | | | | | | | Date | | | | | | | | | | Page | | | | | | | | | | | | |
| TIME | ACTIVITIES & EPISODES | PARTICIPANT ORGANISATION | | | | | | | CONTENT | | | | | | | | CONTENT CONTROL | | STUDENT MODALITY | | | | | MATERIALS | | | | | | | | |
| | | Class | | | Group | | Indiv. | Manag. | Language | | | | Other topics | | Teacher/Text | Teacher/Text/Student | Listening | Speaking | Reading | Writing | Other | Type | | | Source | | | | | | | |
| | | T--S/C | S--S/C | Choral | Same task | Different task | Different task | Procedure | Discipline | Form | Function | Discourse | Socioling. | Narrow | | | | | | | | Broad | Minimal | Extended | Audio | Visual | L2-NNS | L2-NS | L2-NSA | Student-made | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Text | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Figure 3.1
COLT Observation Scheme: Part A

After recording the starting time of each activity, the researcher appropriately checks off the box or boxes under the five major features: *Participant organization*, *Content*, *Content control*, *Student modality*, and *Materials*. Concerning what types of activity it is, it can receive exclusive

focus or primary or equal focus. Exclusive focus refers to one activity only contains one feature and it is calculated as a whole. On the other hands, primary or equal focus on more than one activity is calculated according to the percentage of the different time spent on the activity itself or half of the time.

The first category *Participant Organization* indicates how students are organized in class: *Whole class*, *Group*, and *Individual*. Each subcategory is divided into more detailed categories. *Whole class* is composed of *Teacher to student or class*, *Student to student*, or *student to class*, and *Choral work by students*. *Teacher to student or class* indicates a teacher-led activity or episode with the whole class and/or with individual students. *Student to student*, or *student to class* is when a leader of an activity or an episode is a student or students (e.g., some students act a role-play and the rest of the class watch). *Choral work by students* is a choral activity of a whole class or individual groups (e.g., repeating after a teacher reads out a reading passage). The works of *Group* and *Individual* are divided into a *Same task* or *Different tasks* according to the types of tasks groups or pairs of students are engaged in.

The second category, *Content*, shows the theme or the main focus of activities: *Management*, *Language*, and *Other topics*. Three content areas are divided into smaller categories. *Management* is composed of *Procedure* and

Discipline. Procedure refers to a teacher's directions or instructions, while *Discipline* is a teacher's disciplinary statements. *Language* has four subcategories of *Form*, *Functions*, *Discourse*, and *Sociolinguistics*. *Form* means when an activity or an episode focuses on language forms such as grammar, vocabulary, or pronunciation. *Function* is marked when an activity or an episode mainly discusses functions or communicative acts; for example, requesting, apologizing, complimenting, and so forth. *Discourse* is checked if the cohesion or coherence of spoken or written sentences is on emphasis during an activity or an episode. *Sociolinguistics* is for the appropriate use of form or styles about specific contexts. *Other topics* has a binary system of *Narrow* and *Broad* to limit the range of subjects in classroom discourse. *Narrow* includes topics about the classroom and students' immediate environment and experiences (e.g., personal information, normal school life, family topics). On the other hand, *Broad* involves topics beyond the classroom and immediate environment (e.g., international events, subject-matter instruction and imaginary or hypothetical events).

The third category, *Content control*, refers to who determines the topic in an activity: *Teacher or text*, *Teacher, text or student*, and *Student themselves*.

The fourth category, *Student modality*, classifies which language skills students employ: *Listening*, *Speaking*, *Reading*, *Writing*, and *Other*. These

categories are checked off depending on what skills students practice, and they can occur in a combination with one another. Then, a primary focus is placed on the skill which the majority of the students are engaged in. For instance, if two students take a role in a script and acting out while other students are listening, *Listening* and *Speaking* will mark, but the predominant focus will be given to *Listening*.

The last major category, *Materials*, illustrates the type and source of materials used in classrooms. Types of *Materials* refer to *Minimal*, *Extended*, *Audio*, and *Visual*. First two categories are for written texts. *Minimal* indicates word lists or isolated sentences, while *Extended* includes paragraphs, connected sentences, dialogues, and stories. *Audio* is a recorded material for listening, and *Visual* is related to graphic materials like pictures or cartoons. In the case of films and videos, they are double-coded as *Audio* and *Visual*. Source of *Materials* is composed of four subcategories: *L2-NNS* (L2-Non-native speaker), *L2-NS* (L2-Native speaker), *L2-NSA* (L2-Native speaker-adapted) and *Student-made*. *L2-NNS* contains materials designed for the purpose of second language teachings such as textbooks and teacher-made exercises. *L2-NS* includes materials initially intended for native speakers of the target language such as newspapers, brochures, and advertisements. *L2-NSA* is an adaptation of native speaker materials for second language purposes like linguistically simplified texts. *Student-made*

stands for materials students created.

3.4.1.2 COLT B

Part B of COLT analyzes classroom verbal interaction between the teacher and students and/or students and students within each episode or activity (Presented in Figure 3.2). Each utterance is coded on the basis of turns; a turn is any utterance of a speaker before another person begins one's speech. A turn can include more than one sentence for its same interactional features. Only *Sustained speech* is checked off when the entire turn-taking ends. Therefore, the total number of check marks under *Sustained speech* can differ from that of the rest of the categories.

COLT PART B: COMMUNICATIVE FEATURES
Communicative Orientation of Language Teaching Observation Scheme

School Date of visit

Teacher Subject Coder

| | | | | TEACHER VERBAL INTERACTION | | | | | | | | | | | | | | STUDENT VERBAL INTERACTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|----------------------------|----|-----------------|----------------|------------------|--------------------------|-------------------------------------|---------|--------------|---------------|---------|-----------|------|---------|----------------------------|------------|-----------------|---------|------------------|------------------|--------------------------|---|-----------------|---------------|----------------------|----|----|--------------|----------------|----------|---------|--------------|---------------|---------------|---------|-----------|--------|------------|--------------|------|---------|------------|------------|
| | | | | Target language | | Information gap | | Sustained speech | Reaction to form/message | Incorporation of student utterances | | | | | | | | Target language | | Information gap | | Sustained speech | Form restriction | Reaction to form/message | Incorporation of student/teacher utterances | | | | | | | | | | | | | | | | | | | | | |
| | | | | L1 | L2 | Giving Info. | Request. Info. | | | Predict. | Unpred. | Pseudo requ. | Genuine requ. | Minimal | Sustained | Form | Message | Correction | Repetition | Paraphrase | Comment | | | | Expansion | Clarif. request | Elab. request | Discourse initiation | L1 | L2 | Giving Info. | Request. Info. | Predict. | Unpred. | Pseudo Requ. | Genuine Requ. | Ultra-minimal | Minimal | Sustained | Choral | Restricted | Unrestricted | Form | Message | Correction | Repetition |
| A | E | M | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | |

Figure 3.2
COLT Observation Scheme: Part B

Part B has seven major communicative features: *Use of target language*, *Information gap*, *Sustained speech*, *Reaction to form, message or behavior* and *Incorporation of student/teacher utterance*, *Discourse initiation*, and *Form restriction*. The last two categories are coded only for students' verbal utterances.

The first category, *Use of target language*, is used to investigate the amount of the target language (English in this study) or native language (Korean in this study) use. Each of utterances is checked, classified, and calculated for the ratio of language use of a teacher or students in the whole speech.

Then, every utterance of a teacher and students is categorized into either *Information gap* or *Reaction to form or message*. A check mark under *Information gap* means exchanges of new information and that under *Reaction to form or message* a response of a teacher and/or students to the precedent form or the meaning of an utterance. Therefore, more check marks under *Reaction to form or message* can imply the occurrence of more successive conversation on the same topic.

Information gap refers to a decision on the predictability of requested and/or exchanged information. It is made up of two subcategories: *Giving information* and *Requesting information*. *Giving information* has a binary system of *Predictable* and *Unpredictable*. The first feature is marked if a

questioner requests easily anticipated information, while the second one is marked when a wide range of response can follow after a question. *Requesting information* consists of *Pseudo requests* and *Genuine requests*. The former is called display questions since the speaker already know the information and the latter referential questions because the questioner is unaware of answers. Reactions of speakers belong to form or message in terms of the type of reactions.

If utterances is checked under *Reaction to form or message*, it should be placed in the appropriate box or boxes under *Incorporation of student/teacher utterance* — various responses to previous utterance or behaviors. Its seven categories follow: *Correction* refers to any grammatical correction of the preceding utterance or indication of incorrectness. *Repetition* is a full or partial repetition of previously spoken utterances. *Paraphrase* refers to a reformulation of previous utterances, including translation. *Comment* indicates positive or negative responses to preceding utterance, either form- or message-related. *Expansion* is an extension of the content of the preceding utterances or the addition of information. *Clarification request* indicates a request of clarifying the given utterances which were not clearly understood. At last, *Elaboration request* refers to a request of asking further information of the previous information.

Sustained speech is a measurement of the length of speakers' utterances

in one turn. It categorizes a teacher and students' speech into *minimal* or *sustained* based on its length: *Minimal* includes one or two words; *Sustained* consist of at least three main clauses. *Ultramiminal* is assigned to students' one or two-word speech fragments.

The last two features only concern with students' speech. *Form restriction* defines the degree of the constraint on students' language. It has three subcategories: *Choral work*, *Restricted*, *Unrestricted*, from the most restricted to the least. *Discourse initiation* shows a calculation of frequency of students' voluntary initiation of the discourse without any request.

3.4.2 A Grounded Content Analysis

All the interview data with the teacher and students was analyzed by a grounded content analysis (Bogdan & Biklin, 1998; Glaser & Strauss, 1967) to capture the essence of issues or themes. Identification, coding, and categorization of each participant's ideas were proceeded according to recurring and salient themes and patterns. Three conceptual categories commonly shown in the data from the teacher and students were the followings: (a) the teacher's and students' views of online videos offered instead of direct instruction in class, (b) their views on group activities in the

flipped classes, and (c) cognitive and affective changes from FC.

Table 3.5
Data Analysis Procedure

| Step | Focus of Analysis | Steps in Analysis | Product |
|--|---|--|--|
| Analyzing the semi-structured interviews | The teacher and student participants' views on flipped classroom | Identifying the keywords, and phrases from the interviews and coding them to list as thematic categories Grouping the categories into broader concepts Transcription and translation of data | Categories of participants' views on flipped classrooms Descriptions of participants' views on flipped classrooms |
| Analyzing the classroom observation data | The teacher and student participants' actual instructional practices and verbal interaction | Identification of key episodes relevant to the participants' views Transcription and translation of data | Descriptions of participants' classroom practices and verbal interactions |

The data analysis, presented in Table 3.5, consisted of three phases; all the interview data was transcribed and then organized using NVivo 10.0, qualitative data analysis software. Then the recurring and salient themes and concepts were identified and categorized. Finally, all of the findings were interpreted in a relation with classroom observations.

3.5 Ensuring Trustworthiness

To ensure trustworthiness is crucial in qualitative research as directed in the literature (Creswell, 2013; Lincoln & Guba, 1985; Merriam, 1998). By

the recommendation, the researcher applied triangulation, employing a rich and in-depth description of context, participant checking, and translation verification in this study. The data was gathered from multiple sources including the transcripts of interviews, direct classroom observations, the field notes, and relevant teaching materials. First, the researcher provided a rich and in-depth description of the teacher and students' school contexts, profiles, and teaching practices for the reliability of the data. Second, the researcher confirmed her identification and interpretations of the data with the teacher to confirm the results of analysis. Third, the researcher adapted peer feedback to increase the validity of data analysis. She consulted with the one in Ph. D. degree in English Language Education. Finally, the accuracy of all the translation was checked by a bilingual in both Korean and English.

3.6 Ethical Consideration

To ensure ethical consideration for participants, the researcher underwent proper procedures. She completed a course in social and behavioral research offered by the Collaborative Institutional Training Initiative (CITI) Korea as per the ethical guidelines of the university's ethics committee. Every procedure of this study launched upon the receipt of IRB

approval (No. 1508/002-004) on August 12, 2015. The participant teacher, participant students, and their parents received a full written explanation of the research and the signed written consent form, and parental permission forms were obtained prior to the experiment. All of the participants and their parents were well informed their decision to participate or not participate in this study would not have any influence on their grades and that the withdrawal from the study at any time on their will is guaranteed. Since the experiment includes classroom observations and interviews with participants, any information regarding the privacy of the participants was kept confidential. Even in videotaping and voice-recordings, the researcher applied a blurry screen filter and a disguising-voice technology, assuring participants to remain indiscernible. The researcher clarified the purpose and nature of the study and provided a satisfying explanation if any inquiry occurred.

CHAPTER 4

RESULTS AND DISCUSSION

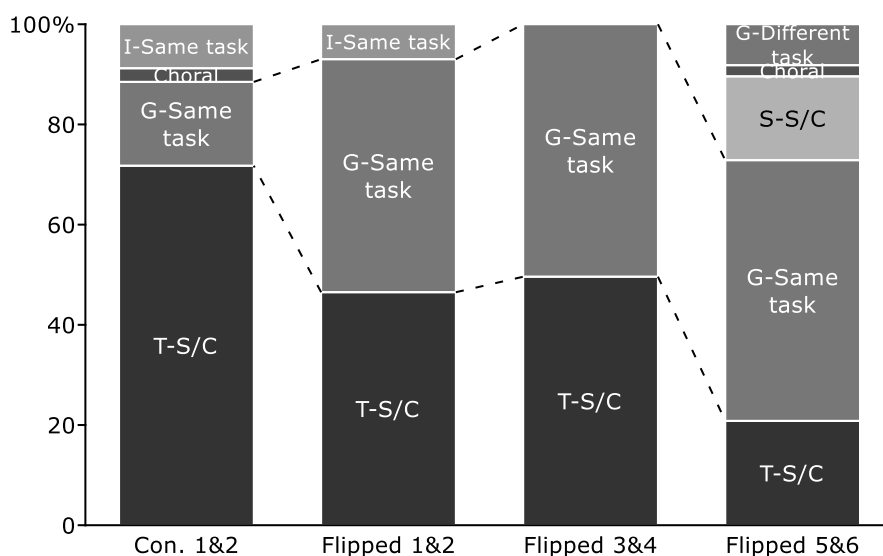
The present chapter delineates the results of this research and includes a discussion in order to answer the proposed research questions. Section 4.1 and Section 4.2 present and discuss the findings from the communicative orientation of language teaching part A and part B schemes, respectively. The qualitative data of the teacher and students' perceptions on the flipped classrooms is shown and discussed in Section 4.3 and 4.4.

4.1 Instructional Procedures

The results from the communicative orientation of language teaching (COLT) part A show how the flipped classrooms (FC) affect the instructional procedures to be more communicative and student-centered. They are analyzed in terms of *Participant organization*, *Content*, *Content control*, *Student modality*, and *Materials*. Each section's specific data table will be provided in Appendix B.

4.1.1 Participant Organization

Participant organization categorizes learners' organization into *Whole class*, *Group*, and *Individual*. The desirable form of CLT class involves a large amount of group work since it can ensure the interaction opportunity and prepare the threshold for learner-centeredness.



T-S/C: The teacher leads an activity with students or whole class
 S-S/C: A student/students leads an activity with a students or whole class
 Choral: The students repeat the preceding utterances of a class
 I-Same task: Individuals work on the same task
 G-Same task: working in a group on the same task
 G-Different task: working in a group on the different task

Figure 4.1
Participant Organization

Figure 4.1 included the calculated percentages for each subcategory in *Participant organization*. It showed how the ratio of the teacher's direct instruction to a student or whole class and group works was inverted over FC. The analysis of conventional class 1 and 2 had depicted the original classroom before FC began. The dominant activity in conventional class was *Teacher to student/class* (71.76%), and *Group* and *Individual work* on the same task only formed about one-fourth (16.74% and 8.79% each). It was "Word Bingo", a paired activity (See Table 3.3), allowing few amount of interactions between students in a very restricted form. *Choral work*, the least portion of the class (2.72%), occurred when the teacher required students to read aloud the textbook after her or audio recording of it. Although group and individual tasks were included, they were teacher-prepared and controlled tasks and did not encourage students to use the target language, so it did not correspond to the original purpose of a group work as Larsen-Freeman (1986) proposed.

However, the immediate change was observed after flipping the class. In flipped class 1 and 2, *Teacher to student/class* interaction declined to less than the half of the class; *Group work* accounted for the rest of class, and *Choral work* disappeared. As a direct instruction, which had taken most of the class time, was offered in a form of online videos, the teacher could allow students to more interact in a group task. This change continued in

flipped class 3 and 4 in that the ratios of *Teacher to student/class* interaction and *Group work* reported a similar proportion to those of flipped class 1 and 2. In flipped class 5 and 6, the starkest difference appeared as FC led a steep decline in *Teacher to student/class* interaction, taking only about fifth of the whole class time in flipped class 5 and 6. The saved class time was attributed to various instructional practices. Even student-led *Student-student/class* appeared and *Group work* not only on the same task but also on the different task was adapted. *Choral work* re-appeared since students read aloud the poem as the teacher introduced it to help them grasp to idea of an English poem. Overall, flipping the class allowed the teacher to design different instructional procedures instead of just giving a one-way direct instruction.

One of the biggest problems in Korean CLT classroom in Asian contexts was that teachers were forced to lecture students because of environmental limitations (J. Lee, 2014). Including group works tended to be used as a strategy to stay students awake, not to facilitate interactions among students. Although CLT class should guarantee the abundant input and interaction opportunities for language development, the conditions were rarely achieved in Korean EFL context (B. Lee, 2014). Therefore, as given the roles of passive listeners, students remained quiet and uninterested in English class and lost their motivation to study. The vicious circle tended never to break. However, FL inverted ratios of *Teacher to student/class* and

group work as shown in Figure 4.1, and could assure more group works in classrooms.

The characteristics of group work in conventional and flipped class were different. In the beginning of the research, the teacher did not believe this difference and had low expectation on FC at first (See Teacher Interview Quote 1), but she faced dramatic changes (See Teacher Interview quote 2).

Teacher Interview Quote 1 (The 1st Interview, May 17th)

I am not sure because I have never tried flipping the class, but I do not expect a big change. Classes in these days never lecture only. I always interact with students in class. It is recommended to include activities, and I always designated class with activities.

Teacher Interview Quote 2 (The 3rd Interview, Dec 18th)

Interaction patterns did change. It became more communicative. Students express their opinions freely and share feedback.

The teacher's prior skeptical orientation toward activity-centered FC began from her belief that she already contemplated a class design to involve interactions with students and various activities. However, the result from the analysis on her conventional class in Figure 4.1 showed that there was a discrepancy between the ideal communicative classroom and hers. *Teacher to Whole Class* consisted of two-thirds of the entire class, the teacher frequently used display questions to lead students' predictable answers in Section 4.2.2, and interaction patterns were composed of teacher-initiation, student-response, and sometimes teacher-feedback in Section 4.2.3, which

were chronic characteristics of the non-communicative classroom (Kim, 2007; Park, 2008; Jee & Kim, 2014; Lee & Kim, 2013). However, it gradually changed into more communicative class with a regard to instructional procedures and verbal interaction as Figure 4.1 showed.

In addition, students also highly appreciated the group work. In FC, students did not have to stay as passive learners. As more group works were allowed in class, they regard themselves as the agent in class (see Student Interview Quote 1 & 2).

Student Interview Quote 1 (Student A)

I liked FL because I felt like I have the authority to decide whether to watch an online video and to participate in classroom activities. Based on my decision, I tried harder.

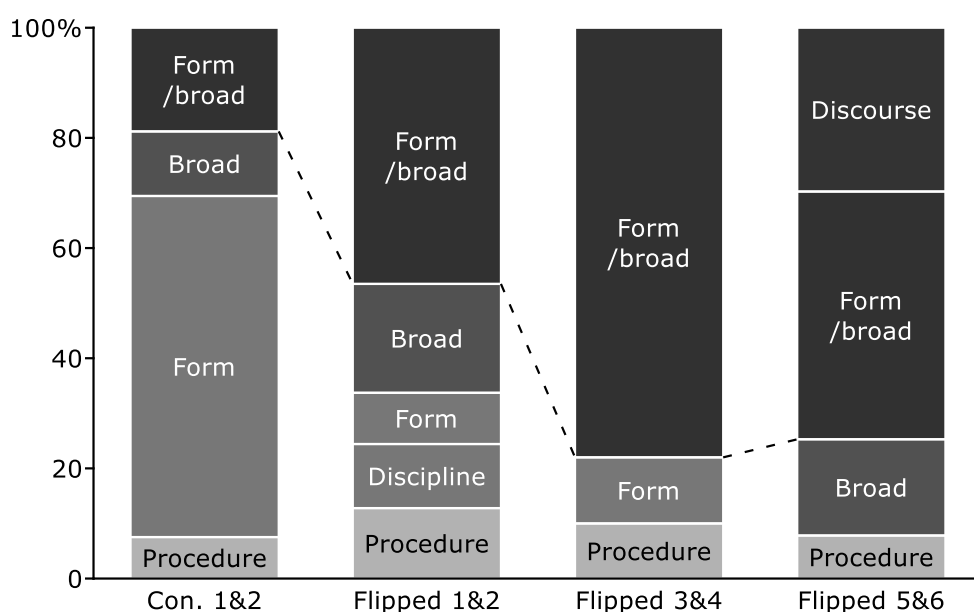
Student Interview Quote 2 (Student B)

By this new teaching approach, I thought I could study by myself and design a study plan. I watched videos for class and led activities in class, helping me a lot.

They took their responsibility for their own learning; they hold the central place in learning, prepared the class, and engaged in activities. This resembled the ideal image of communicative learners which CLT supporters proposed (Allen et al., 1984; Richards & Rodgers, 1986). It indicated that FC could lead a change of class which was difficult to happen in teacher-oriented conventional class.

4.1.2 Content

Content indicates what activities concerns with. Many researchers and theorists argue that a combination of meaning or form in broad contexts is desirable than exclusively form or meaning-oriented (Fröhlich et al., 1985).



Form: focus on language forms

Broad: Topics beyond the classroom and immediate environment

Procedure: a teacher's directions or instruction

Form/broad: teaching language forms with topics beyond the classroom

Discourse: focus on the cohesion or coherence of spoken or written sentences

Figure 4.2
Content

Excessive *focus on form* shown in Figure 4.2 was a typical problem in

Korean English classroom as many researchers argued (Kim, 2007; Park, 2008; Jee & Kim, 2014; Lee & Kim, 2013). It may be the natural phenomena under severe assessment-centered environment since most of the school exams concentrated on testing grammatical knowledge in reading passages rather than the reading ability itself. Teachers were compelled to lecture the form which is believed to be effective in assessments in order to relieve the concern of students. However, in fact, it is not effective to teach form exclusively because discrete grammatical items are easily forgotten by attrition (Brown, 1994). As the FL model applied, the most noticeable change was an increase in a combination of *Form* and *Broad*; the teacher could start teaching forms in broader contexts. By flipping a class, students got more prepared as they could receive an intensive explanation of the form through online videos, and could practice them again in group activities with peers. Not only did designed group works allow students to learn in broader contexts but also peer students and the teacher cooperated to construct knowledge in interaction. As a result, it facilitated students to understand and apply forms.

As FC developed, more various contents such as a combination of *discourse* and *broad* appeared. It proved the argument of Bergmann and Sams (2012) that the basic flipped class can evolve into different versions according to the characteristics of a teacher, students, and school. Despite

positive changes in *Content*, FC could not induce *Focus on meaning*, which needs further confirmation in future studies.

4.1.3 Content Control

Content control illustrates the degree of students' autonomy in the negotiation of methods, tasks, materials, and content of instruction. In a desirable communicative classroom, students are given more freedom to choose their topic of the class (Fröhlich, Spada, & Allen, 1985).

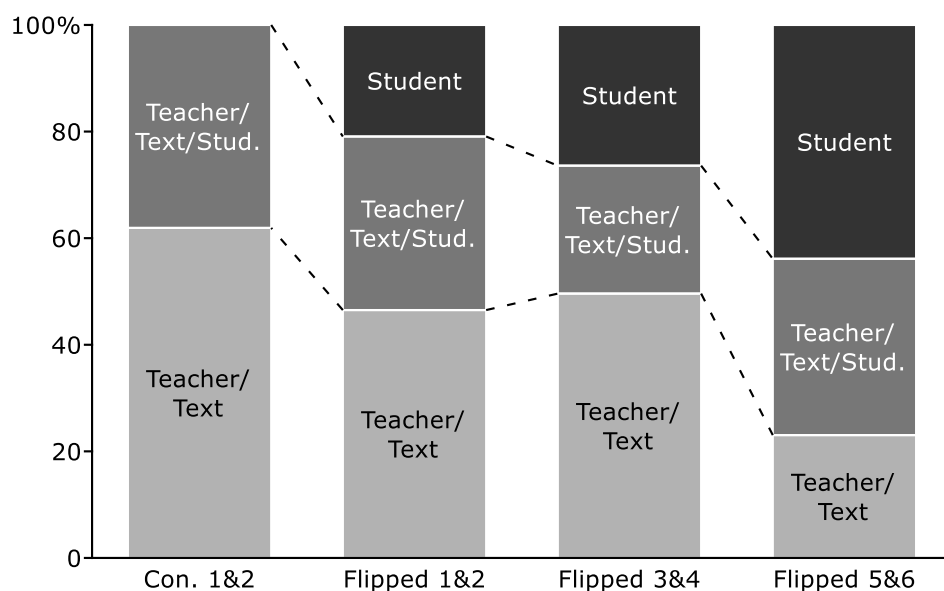


Figure 4.3
Content Control

Figure 4.3 illustrated how students got more involved in *Content control*. In a conventional class, none of the content was determined by students. Only after the application of FL, student-controlled topics were reported, gradually increased over flipped class, and finally made up of almost of the half of the class in flipped class 5 and 6. As more group work was included (See Figure 4.1), students were able to generate the content by themselves. Unlike ‘Work Bingo’ in conventional class 1 and 2, which only granted students the freedom to select words in the textbook, a variety of activities in flipped classes encouraged them to produce the creative content based on textbooks and add more information if they wanted to. It was a change which communicative classroom should have (Fröhlich et al., 1985), but had not been discovered in other English classroom research in Korea (Kim, 2007; Park, 2008; Jee & Kim, 2014; Lee & Kim, 2013; Slavin, 1990). Since the textbook was a main reading material under English Curriculum (Lee, 2005), the teacher and students have no other options but comply with the contents of the textbook. It made classes tedious and lack of spirit. However, FL could cover the contents of the textbook by videos, lasting permanently online and save the face-to-face time in class. Also, prepared students with stronger authority, which the teacher returned, could control the contents and engage in class more actively.

In the interview, the teacher argued that her role in class be transformed

from ‘sage on the stage’ to ‘guide on the side’ as Bergmann and Sams (2014) proposed. She realized the power of peer teaching in group work and decided to give away the authority of the class to students so they could be the agent in class.

Teacher Interview Quote 3 (The 3rd Interview, Dec 18th)

As I stopped seizing the initiative to students, the awareness toward class was changed. I thought I should be ‘less kind’ to students. The class was altered when I help students learn the contents in activities by themselves instead of lecturing.

According to Teacher Interview Quote 3, since she used to think that the responsibility for students’ learning belonged to a teacher, she worried about the learning effects of FC at the beginning. She believed that she had to control every content and students should receive transmitted knowledge in the same way she taught; therefore, she suspected the practicability of FC of which online videos and group activities replace direct instruction in class. However, now she established herself as a facilitator and students as active learners, constructing the knowledge by themselves through interactions. She also found a new identity as the participant teacher in J. Lee’s study (2014) realized. Only if the teacher stepped out of the center of the class, it enabled students to experience authentic learning (M. Lee, 2014a, 2014b).

4.1.4 Student Modality

Student modality identifies what language skills students used during class. They can use either one skill or multiple skills at the same time. It is recommended for students to utilize various skills in appropriate situations in CLT classrooms. There are changes in *Student modality* over the treatments in Figure 4.4. However, this figure has a limitation since it does not provide the separate analysis of L1 and L2 *Student modality* by using the COLT scheme.

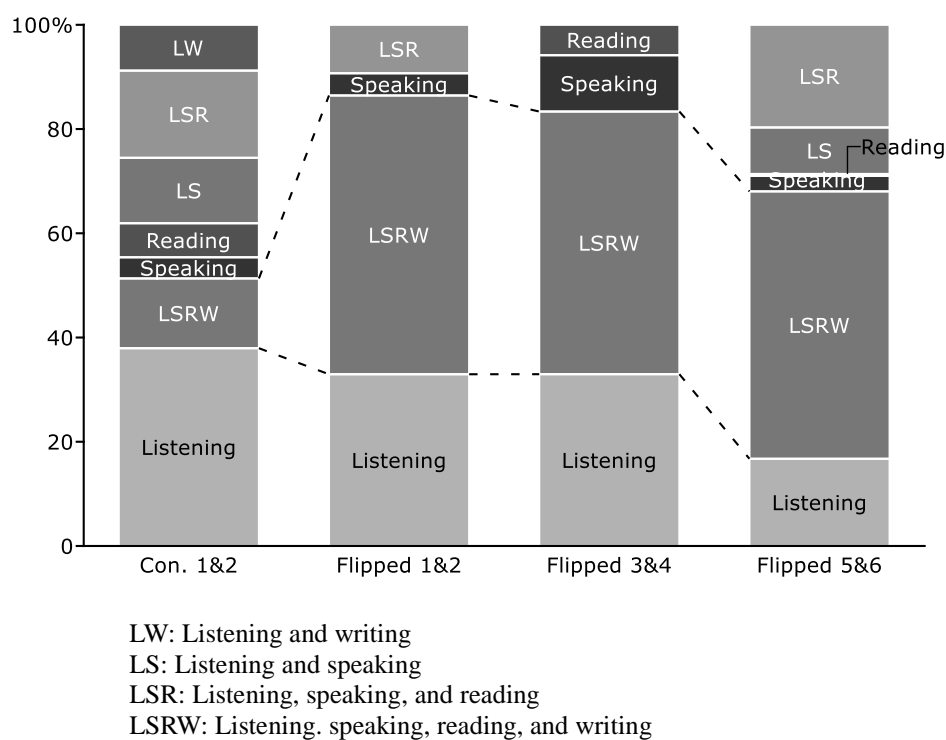


Figure 4.4
Student Modality

The proportion of *Listening* in conventional class 1 and 2 was the highest (37.95%) because the class was mostly composed with teacher's explanation of contents or the procedure for activities, and students are required to listen to it. The rest of the class was distributed to various combinations of skills, so it was likely to be desirable on the surface. However, the problem lay in multiple skills being used. They cannot be defined as communicative since they were under constraints. Students' utterances were mostly restricted responses induced by the teacher's pseudo questions, and rarely initiated by them. Section 4.2.3 in COLT part B will show them in more detail. On the other hand, during the entire FC, the dominant student modality was a combination of four skills - listening, speaking, reading, and writing, taking more than half of the class. Including group work enabled students to use combinations of all the skills since students should negotiate meanings with peers and solved the tasks as a group. On interviews, students acknowledged the effectiveness of group work, motivating students to interact, concentrate, and participate more and affecting positively in both cognitive and affective areas.

However, the limitation of the data is that most students' utterances were produced in native language due to low proficiency of them. The study observed the increase in a combination of four skills both in the native and target language, and it is meaningful in that the more group works were

included, the more opportunity to interaction and more change in *Student modality* is possible. Still, the increased second language use was so small in quantity that the study cannot determine its positive effect on FL on second language development. Further studies should take this limitation into consideration when analyzing the data.

4.1.5 Materials

Materials demonstrate different types and sources of materials used in class. Lightbrown and Spada (1999) asserted that the use of authentic sources was helpful when they were modified and adapted to the level of second language learners with a caution. Therefore, most of the Korean public schools use the L2-non-native textbooks. In the present study, the teacher also used the textbook as the main material and self-made worksheets as secondary. Since reading classes were selected for analysis, the textbook was a dominant type of materials and it was categorized as a L2-non-native extended material according to the COLT scheme. *Minimal* was checked when students worked on worksheets, *Audio* was checked when the teacher played the audio version of the textbook for students, and *No material* was marked when the teacher gave procedural instructions and so forth. Use of

the extended materials increased over FC (See Figure 4.5).

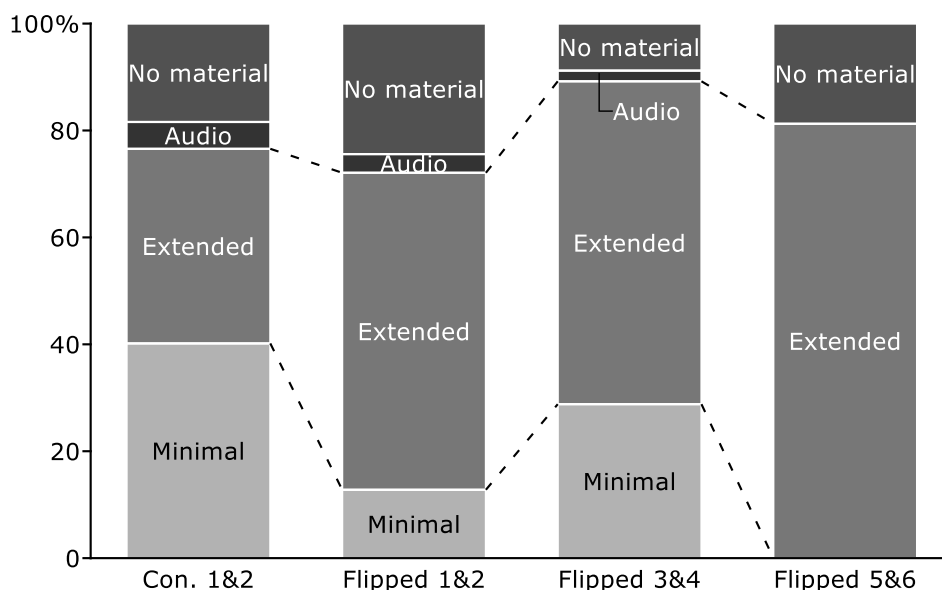


Figure 4.5
Types of Materials

The other material analysis in Figure 4.6 showed the change in sources of materials in FL. At first, conventional class 1 and 2 mostly consisted of L2-NNS and no material. However, student-made materials appeared as FC began since FC allowed more freedom to create their own materials. Although the teacher provided guidelines for a group activity, it was students who filled out the contents with a discussion with peers. With increased involvement, they benefited from it. At the last class, the teacher introduced L2-NSA materials to provide a variety of input to students.

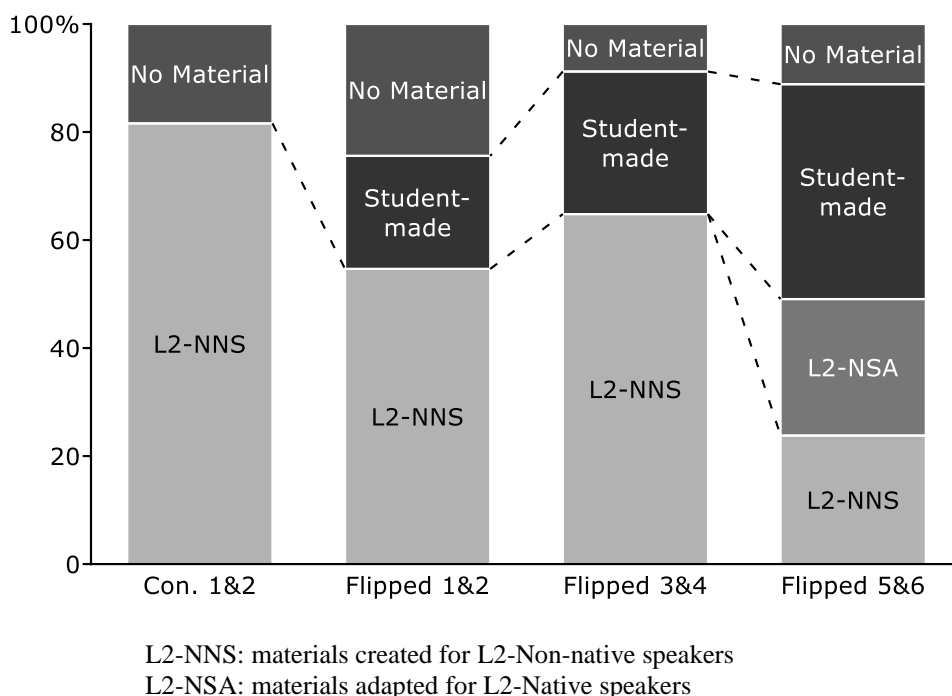


Figure 4.6
Sources of Materials

In FC, students could cooperate with peers instead of studying alone. As they negotiate their ideas for a group task and solve problems together, they understood and learned better than in the conventional class. Working in a group played the role of strong motivators to students. In FC, students were required to participate actively to complete tasks instead of passively listening to the lecture, leading students to be motivated (See Student Interview Quote 3 & 4).

Student Interview Quote 3 (Student G)

I used to hate English class as much as I sighed in every class. Now I like English class! Because I know there will be interesting activities in class, I am looking forward to participating in.

Student Interview Quote 4 (Student E)

Since I prepare myself prior to the class, I feel like I study the same content twice in class, helping me understand better. I can concentrate more in class because it is delivered in group activities.

Activity-centered class affected not only motivation but also class engagement and concentration. FC had students choose which topics and materials to do in group activities and which roles they would take responsibility of. Students need to utilize integrated skills to perform the task. Through more communicative instructional procedures by flipping the class, students could actively participate in class and interact with each other. It overlaps with characteristics of students CLT researchers advised to have (Allen et al., 1984; Richards & Rodgers, 1986).

4.2 Classroom Verbal Interaction

The COLT part B presents how verbal interaction changed in the FC. Sub-sections from 4.2.1 to 4.2.3 grouped *Use of target language*, *Information gap*, *Reaction to form/message*, *Sustained speech*, *Form restriction*, and *Discourse initiation* into the amount of speech, teachers' utterance, students' utterance, and interaction patterns. The coding abbreviations are presented in Appendix A.

4.2.1 Amount of Speech

Table 4.1 shows that the number of the teacher's and students' utterances and the total number of their utterance each increased over the experiment (from 151 to 193 and from 119 to 196). It means increased interaction after FL.

The change appeared not only in the total number of utterances, but also in ratios of L1 and L2. In the conventional class, the native language was dominantly used since the teacher considered the low proficiency level of her students. English was spoken only when giving procedural directions, and asking pseudo questions (See Classroom Excerpt 11). It went through

changes in FC. In the flipped class 3 and 4, since the teacher was undergoing an early adjustment period, the number of her utterances of both L1 and L2 were decreased (from 109 to 88 and 42 to 7). However, it recovered as she adjusted herself to the new teaching approach, and recorded the highest in flipped class 5 and 6 (136% and 57%, respectively). She offered personalized instructions and individual feedback to each student instead of giving a direct instruction in front of the whole class. More detailed analysis will be provided in Section 4.2.2.

Table 4.1
Use of Target Language

| Class | Target Language (Teacher) | | | Target Language (Student) | | |
|----------------|---------------------------|----------|--------|---------------------------|----------|--------|
| | L1 | L2 | Total | L1 | L2 | Total |
| Con. 1&2 | 109 | 42 | 151 | 60 | 59 | 119 |
| | 72.16(%) | 27.81(%) | 100(%) | 50.42(%) | 49.58(%) | 100(%) |
| Flipped 1&2 | 88 | 7 | 95 | 89 | 82 | 171 |
| | 92.63(%) | 7.39(%) | 100(%) | 70.09(%) | 29.91(%) | 100(%) |
| Flipped 3&4 | 116 | 21 | 137 | 97 | 148 | 245 |
| | 84.67(%) | 15.33(%) | 100(%) | 71.5(%) | 28.5(%) | 100(%) |
| Flipped 5&6 | 136 | 57 | 193 | 124 | 72 | 196 |
| | 70.47(%) | 29.53(%) | 100(%) | 62.69(%) | 37.31(%) | 100(%) |

In students' utterances, the total students' utterances showed a steep increase (from 119 to 196). Also, L1 use was increased almost to the double (from 60 to 124), but L2 use was slightly increased (from 59 to 72). Although FL was applied, an immediate improvement in students' target language was not discovered. This result is a supporting evidence to break an

illusion about FL. Some teachers regard FL as ‘a panacea’ so flipping class naturally will create better learning environment and active students’ engagement. Although it is proved that FL can ensure the opportunity for interaction, it cannot compensate for students’ low language proficiency. Students with lower language proficiency will suffer unless they are offered with well-designed activities appropriate to their zone of proximal development (Vygotsky, 1986). Therefore, it is the teachers that should take a responsibility for more meticulous class preparation. In FL, teachers should play a role of guide in planning the class, creating activities, stimulating students’ engagement and learning, and providing helps.

Teachers were required to be more professional in FC ((Bretzmann, 2013; Cockrum, 2014). The participant teacher agreed that FC promoted professional development of a teacher. For FC, she created every video for class and designated her FC on the focus of various group works where students can utilize the contents of online video. She ably selected which contents to be on videos and produced them in an appropriate way to deliver each skill. Although it is demanding for her to select or create activities relevant to online videos and to produce learning materials, she evaluated it worthy to deserve her time and efforts (See Teacher Interview Quote 4).

Teacher Interview Quote 4 (The 3rd Interview, Dec 18th)

It took two to three time and efforts in class preparation than usual, especially in deciding the activities. However, I realized that I have never contemplated about the classroom activities this far and FC allowed me this opportunity. My flipped class was evolved continuously as I modified and re-apply activities when even a considered activity was not suitable for students.

This evolvement implied the birth of the teacher's own flipped class. As Bergmann and Sams (2012, 2014) asserted, there is no single form of FC; teachers interpret and adjust the basic four elements of FL depending on their educational environment. Since the influence of the teacher in FC was extended even more than that in conventional class, she found that she has improved as a teacher and decided to make a class activity portfolio for herself.

4.2.2 Teacher's Utterances

All the teacher's utterances were distributed to either *Information gap* or *Reaction to form/message* section, which illustrated to what extent the characteristics of utterances were communicatively-oriented. A communicative classroom comprises a large amount of unpredictable information and genuine requests, and reactions on L2 learners' previous utterances can contribute to their development (Fröhlich et al., 1985; Spada & Fröhlich, 1995).

Table 4.2
Information Gap and Reaction to Form/Message (Teacher)

| Class | Information gap | | | | Reaction to Form/message | |
|-------------|-----------------|------------------|------------------|------------------|--------------------------|-------------|
| | Giving Info. | | Requesting Info. | | | |
| | Pred. Inf. (%) | Unpred. Inf. (%) | Pseudo Req. (%) | Genuine Req. (%) | Form (%) | Message (%) |
| Con. 1&2 | 9.03 | 21.94 | 23.23 | 7.10 | 10.97 | 27.74 |
| Flipped 1&2 | 0.00 | 43.62 | 11.70 | 9.57 | 9.57 | 25.53 |
| Flipped 3&4 | 10.22 | 27.74 | 13.14 | 6.57 | 18.98 | 23.36 |
| Flipped 5&6 | 1.02 | 28.43 | 12.18 | 6.09 | 10.66 | 41.62 |

Table 4.2 showed the detailed analysis of *Information Gap* and *Reaction to Form/message*. Unpredictable information was frequently given because the teacher covered new contents of the textbook in conventional class and introduced new activities in flipped classes. Pseudo requests accounted for a majority of questions used as an attention-getting strategy in conventional class 1 and 2 (See Classroom Excerpt 1).

Classroom Excerpt 1)

| | |
|-------------------------------|-------------------|
| T: What about this word? | (L2/Pseudo Req.) |
| S: China. | (L2/Pre. Inf.) |
| T: China가 뭐야? | (L1/Rep/Trans) |
| S: 중국! 중국! | (L1/Pre.) |
| T: 중국. 그렇죠, 중국입니다. China, 그죠? | (L1/Rep.) |
| 자 다음에 요거 late 1990s. | (L1/Unpre. Inf.) |
| 뭘까요? | (L1/Pseudo Req.) |
| S: 1990년대 후반 | (L1/Pred.) |
| T: 훌륭합니다. 후반 | (L1/Comment/Rep.) |

The teacher kept throwing pseudo questions on the meaning of words. It was not out of genuine curiosity but for checking the understanding of

students and encouraging them to be involved in interaction. However, this interaction was all teacher-initiated and did not exchange any responses other than repetition or simple comments. It is not an ideal form of interaction.

However, a sudden change appeared in flipped class 3 and 4. Pseudo requests were reduced to the half during FC. As the teacher stopped lecturing in front of the class, she did not have to ask obvious questions to which she already knew the answer in order to have students focused on class. It is a desirable change because an excessive use of pseudo requests is a problem of L2 classrooms (Fröhlich et al., 1985).

With a noticeable decline in proportions of pseudo requests took, another notable change was a gradual increase in *Reaction to form/ message*. It resulted from the teacher's changed role in the classroom as a facilitator, who offered feedback and help whenever students needed her (See Classroom Excerpt 2).

Classroom Excerpt 2)

| | |
|------------------------|-------------------|
| S: 선생님, ‘무한한’ 이 뭐예요? | (L1/Gen. Req.) |
| T: 제한이 뭐야? 영어로. | (L1/Para.) |
| S: limit | (L2/Pre. Inf.) |
| T: limit가 없다면 뭘 써야해? | (L1/Gen. Req.) |
| S: unlimit. | (L2/Unpre) |
| T: less. Less만 붙이면 돼요. | (L1/Corr.) |
| Limit 쓰고 less | (L2/Exp) |
| S: 무한한 상상력이예요? | (L1/Gen. Req.) |
| T: 무한한 상상력은 뭐야? | (L1/Clarif. Req.) |
| S: imagine | (L2/Unpre. Inf.) |
| T: imagination. | (L2/Corr.) |

Although the dialogue in Classroom Excerpt 2 was not in an ideal way, the teacher's response to the student's question changed drastically. In conventional class, the teacher rushed to answer the question in an instant because she had curriculum to follow; she would concentrate on teaching what she had designed for. However, as FL allowed time to provide personal help, she could help students with a word formation by asking inducing questions. She could spend more time on individual students in time saved by flipping class instead of just spelling out the word the student asked.

Besides, the teacher could provide students with more language and educational input in class time saved by transforming a lecture into online-video in FC (See Teacher Interview Quote 5).

Teacher Interview Quote 5 (The 2nd Interview, Oct 19th)

Conventional class in reading sessions focused on comprehension check on the contents, but now I can do more than comprehension check – giving intensive activities in FC.

Increased input was found in language as well as in contents; according to Table 4.2 and 4.3, use of genuine questions CLT recommended was triggered, and the types of feedback expanded from simple repetition to elaborated requests inducing students' thought extension. These are desirable characteristics of a communicative teacher CLT supporters described (Fröhlich, Spada, & Allen, 1985).

More detailed analysis of the teacher's responses to students' utterance was presented in Table 4.3.

Table 4.3
Incorporation of Preceding Utterances (Teacher)

| Class | Incorporation of student utterances (%) | | | | | | |
|----------------|---|----------------|----------------|-------------|---------------|--------------------|------------------|
| | Correcti on | Repetiti on | Paraphr ase | Comme nt | Expansi on | Clarif. request | Elab. Request |
| Con. 1&2 | 1.64 | 44.26 | 11.48 | 26.23 | 3.28 | 8.20 | 4.92 |
| Flipped 1&2 | 3.03 | 30.30 | 12.12 | 27.27 | 3.03 | 21.21 | 3.03 |
| Flipped 3&4 | 6.90 | 27.59 | 24.14 | 22.41 | 1.72 | 13.79 | 3.45 |
| Flipped 5&6 | 9.62 | 24.04 | 7.69 | 26.92 | 0.96 | 9.62 | 21.15 |

Her responses were focused on meaning rather than form regardless of the types of classes, but subcategories were different. In conventional class 1 and 2, repetition was the most frequent responses to show acknowledgement of students' answers (See Classroom Excerpt 3).

Classroom Excerpt 3)

- T: The word "Hallyu" started in China. (L2/Unpre. Inf.)
한류라는 word, 단어는요, 어디서 시작했다? (L1/Pseudo Req.)
- S: China (L2/Pre. Inf.)
- T: China (L2/Rep.)
중국에서 시작되었습니다. (L1/Unpre. Inf.)
우리 그때 뽀빠이, 노란머리, 뭐 눈 큰 사람, 작은 사람, 뭐하다? (L1/ Pseudo Req.)
- S: 묘사, 묘사하다. (L1/Pre. Inf.)
- T: 묘사하다. 그렇죠? (L1/Rep.)
Describe. (L2/Trans.)
뭐를 묘사하려고 이 단어를 썼냐면, (L1/Unpre. Inf.)
The wave of Korean culture (L2/Unpre. Inf.)
Wave가 뭐였더라? (L1/Pseudo Req.)

| | |
|------------------------|------------|
| SS: 파도! 물결! 파장! | (L1/Pred.) |
| T: 파도, 파장, 물결, 다 맞습니다. | (L1/Rep.) |

In Classroom Excerpt 3, the teacher's common response was repetition (four times), and clarification request, elaboration requests, expansion, and even correction rarely occurred. In other words, few attempts were made to exchange the meaningful conversation since limited class hour did not permit the teacher to deviate from the curriculum. She forced to move on to the next content without checking whether the rest of class understood it if a student answered a question (See Classroom Excerpt 4).

Classroom Excerpt 4)

| | |
|--|------------------|
| T: Journalist, China, late 1990s | (L2/Pre. Inf.) |
| 요 3개가 금방 나왔었거든요. | (L1/Unpre. Inf.) |
| 왜 이게 키워드로 뽑혔을까? | (L1/Gen. Req.) |
| 그냥 세 개를 숙 놓고 얘기하시면 돼요. | (L1/Unpre. Inf.) |
| S: 어..중국 언론인이 1900대 후반에 한류라는 단어를 처음 사용했어요. | (L1/Unpre. Inf.) |
| T: 맞았습니다. 훌륭했습니다. | (L1/Comment) |
| SS: (Applaud) | |
| T: 이렇게 한번 듣고 알아보려요. | (L1/Comment) |

The last comment of the teacher in Excerpt 4 encapsulated the educational environment which forced teachers to lead the class. Although only one student answered, she passed to the next topic as if everyone in the class had understood it. With limited classroom hour, full class, the wide gap among students in the homogenous class, and burden by fully-booked-

curriculum, the teacher forced to give a direct instruction targeting a certain level of students. Therefore, it could not satisfy the need of neither those who were above the level nor below the level and students who fell behind started to depend on private education.

However, in FC, as the lecture was offered in online videos, teachers could provide individualized learning to each student. The teacher performed various roles of checking the learning of students and providing help and feedbacks to those who were in difficulties (Yarbro et al., 2014; Frydenberg, 2013). Then, diverse types of responses appeared as the amount of repetition decreased. It was elaborated requests which rose dramatically among them (See Classroom Excerpt 5).

Classroom Excerpt 5)

| | |
|------------------------|-----------------|
| S: Friend is winter. | (L2/Unpred.) |
| T: Friend is winter? | (L2/Rep.) |
| Do they make you cold? | (L2/Elab. Req.) |
| S: um.... | |
| T: 춥게 만들어? | (L1/Trans.) |
| 외롭게 만들어? | (L1/Para.) |
| S: My life is so cold. | (L2/Unpred.) |

The dialogue in Classroom Excerpt 5 occurred in the individual activity of “Write-a-poem” in flipped class 5 and 6. The teacher could pay attention to a student’s poem and help him to extend its idea by making an elaborated request. It was worthy to note that the low proficiency of the student hindered himself from continuing the interaction. Only after the teacher

translated the original question in the target language into native language, he was able to answer the question. It was a general problem of ordinary English classrooms in Korea that low proficiency of learners had been the obstacle in communicative classrooms. Although English teachers desired to plan and create communicatively-oriented classrooms using TEE, they should modify their input to the lowest level which cannot trigger any language development in learners. Therefore, the common speech length of the teacher was confined to *Minimal* and *Sustained* only consisted of about one fifth of the total speech as shown in table 4.4.

Extended turns were only observed when the teacher gave procedural information to students. During FC, this ratio did not change dramatically since the teacher was forced to use simple and easy sentences concerning students' low proficiency. However, there was a noticeable change in students' sustained speech in Section 4.2.3.

Table 4.4
Sustained Speech (Teacher)

| Class | Sustained Speech (%) | |
|-------------|----------------------|-----------|
| | Minimal | Sustained |
| Con. 1&2 | 80.14 | 19.86 |
| Flipped 1&2 | 89.47 | 10.53 |
| Flipped 3&4 | 88.32 | 11.68 |
| Flipped 5&6 | 86.70 | 13.30 |

4.2.3 Students' Utterances

Based on the standard of COLT Part B, students' utterances were analyzed to either *Information Gap* or *Reaction to form/message* section, which describes utterances with the teacher and among students.

Table 4.5
Information Gap and Reaction to Form/Message (Students)

| Class | Information gap | | | | Reaction to Form/message | |
|-------------|-----------------|------------------|------------------|------------------|--------------------------|-------------|
| | Giving Info. | | Requesting Info. | | Form (%) | Message (%) |
| | Pred. Inf. (%) | Unpred. Inf. (%) | Pseudo Req. (%) | Genuine Req. (%) | | |
| Con. 1&2 | 32.76 | 40.52 | 0.00 | 8.62 | 12.93 | 5.17 |
| Flipped 1&2 | 11.36 | 34.09 | 1.00 | 17.42 | 9.85 | 21.21 |
| Flipped 3&4 | 8.49 | 36.32 | 2.00 | 20.75 | 14.62 | 18.87 |
| Flipped 5&6 | 14.10 | 39.32 | 3.00 | 17.09 | 13.68 | 11.97 |

Unlike interactions in real life, including information gap (Fröhlich et al., 1985; Spada & Fröhlich, 1995), students rarely made any requests and tended to give predictable answers to the teacher's pseudo requests. Surprisingly, the ratio of unpredictable information was the highest in all classes because the teacher included 'Sharing ideas', a *Teacher to a Whole Class* activity. Although done in native language, it allowed students to express their ideas and share opinions freely (See Classroom Excerpt 6).

Classroom Excerpt 6)

- T: 자, 고개 들고 여러분들의 자유로운 아이디어를 얻어볼게요.
(L1/Unpre. Inf.)
Korean Drama가 왜 인기가 있을까요? (L1/Gen. Req.)
S1: 창의적이에요. (L1/Unpre. Inf.)
T: 창의적인 뭐? 내용? (L1/Clarif. Req.)
S1: 발상 (L1/Unpre. Inf.)
S2: 막장 (L1/Unpre. Inf.)
S3: 하하, 인정. (L1/Unpre. Inf.)
T: 막장 드라마, 세계로 뻗어나가는 막장 드라마 (L1/Rep/Comment.)

In Classroom Excerpt 6, as the teacher and one student communicated, other students added their ideas and comments without any hesitation. If even this *Teacher to a whole class* activity could facilitate natural interaction of filling information gaps in the class, group work should have added much more diversity of classroom interaction. However, the real conversation among students in a paired work, “Word Bingo”, broke this assumption (See Classroom Excerpt 7).

Classroom Excerpt 7)

- S1: Start (L2/Unpre. Inf.)
S2: TV (L2/Unpre. Inf.)
S1: Parts (L2/Unpre. Inf.)
S2: Pop music (L2/Unpre. Inf.)
(to teacher) pop하고 music이랑 다른 거예요? (L1/Gen. Req.)
T: pop, music 둘 다 맞게 (L1/Unpre.)
S1: 아 그럼 pop도 되네 (L1/Unpre. Inf.)
Love (L2/Unpre. Inf.)

Mere turns of communication went on a purpose of completing the given task and depended on the teacher to solve the curiosity instead of sharing peer feedback. Students tended to respect feedback from the teacher

valuable and disregard opinions of each other. It resulted from students' excessive reliance on the teacher. However, in classroom observation, the researcher found that it was gradually resolved through FC as students realized the value of peer feedback in group work, causing a number of genuine requests to surge in flipped class 5 and 6. More diverse responses were reported as FC proceeded in Table 4.6.

Table 4.6
Incorporation of Preceding Utterances (Students)

| Class | Incorporation of student/teacher utterances (%) | | | | | | |
|----------------|---|----------------|----------------|-------------|---------------|--------------------|------------------|
| | Correcti on | Repetiti on | Paraphr ase | Comme nt | Expansi on | Clarif. request | Elab. Request |
| Con. 1&2 | 14.29 | 28.57 | 38.10 | 9.52 | 4.76 | 4.76 | 0.00 |
| Flipped 1&2 | 7.32 | 17.07 | 7.32 | 41.46 | 2.44 | 14.63 | 2.44 |
| Flipped 3&4 | 4.23 | 19.72 | 15.49 | 32.39 | 2.82 | 11.27 | 7.04 |
| Flipped 5&6 | 5.00 | 16.67 | 35.00 | 18.33 | 0.00 | 11.67 | 15.00 |

A majority of responses in conventional class was constrained to the correction, repetition, and paraphrases (14.29%, 28.57%, and 38.10%). It is because students repeated and paraphrased the teacher's utterance as she requested. However, simple repetition, correction, and expansion were decreased in FC and interactions among students appeared in various types of responses (See Classroom Excerpt 8).

Classroom Excerpt 8)

| | |
|------------------------------|-------------------|
| S1: Many people around world | (L2/Unpre. Inf.) |
| S2: Many people around world | (L2/Rep.) |
| S1: can know | (L2/Unpre. Inf.) |
| S2: can no | (L2/Rep.) |
| S1: 그 no 말고, 알다 know | (L1/Corr.) |
| S2: 아, 알았다, 똑똑하네 | (L1/Comment) |
| S1: can know Sudan. | (L2/Unpre. Inf.) |
| S2: Sudan? | (L2/Clarif. Req.) |
| 끝에 점 찍어? | (L1/Gen. Req.) |
| S3: I don't know. | (L2/Comment) |

Students' utterances in either *Information gap* or *Reaction to form/message* showed improvement not only in the contents but also in sentence complexity and degree of freedom. Table 4.7 showed the length of sentences students produced.

Table 4.7
Sustained speech (Students)

| Class | Sustained Speech (%) | | |
|-------------|----------------------|---------|-----------|
| | Ultra-mini. | Minimal | Sustained |
| Con. 1&2 | 79.81 | 20.69 | 0.00 |
| Flipped 1&2 | 50.82 | 47.54 | 1.64 |
| Flipped 3&4 | 46.76 | 49.54 | 3.70 |
| Flipped 5&6 | 29.03 | 63.59 | 7.37 |

Students' speech in the conventional class was composed of *Ultra-minimal* (one word) and *minimal* (one or two words) only and none of *Sustained* speech was found. However, as group work introduced with a start of FC, percentage of shortest speech immediately decreased to the half, and finally made up for the least portion of *Sustained speech* in flipped class 5

and 6. On the other hand, students produced longer utterances and even extended sentences including at least three clauses (See Classroom Excerpt 9).

Classroom Excerpt 9)

Ultra-minimal

| | |
|-----------------------|------------------|
| T: 여러분, include 뭐였더라? | (L1/Pseudo Req.) |
| SS: 포함하다 | (L1/Pre. Inf.) |
| T: 포함하다 | (L1/Rep.) |
| 밀줄 긋고 써볼까요, include. | (L1/Unpre. Inf.) |

Minimal

| | |
|------------------------------|------------------|
| S1: Life without dreams가 뭐야? | (L1/Gen. Req.) |
| S2: 이게 ‘없이’란 뜻이잖아, without. | (L1/Unpre. Inf.) |
| 이건 꿈이 있는, 가지고 있는이고. With. | (L1/Unpre. Inf.) |
| S1: 아~그럼 꿈이 없는 삶? | (L2/Trans.) |

Sustained

| | |
|---|------------------|
| S1: 넌 뭐라고 썼냐? | (L1/Gen. Req.) |
| S2: Smartphone is like a friend. | (L2/Unpre. Inf.) |
| 왜냐하면 스마트폰을 끼고 살잖아. | (L1/Unpre. Inf.) |
| friend 뭐라고 썼냐, 너는? | (L1/Gen. Req.) |
| S1: Friend is winter so my life is so cold. | (L2/Unpre. Inf.) |
| S2: 시인이네 시인. | (L1/Comment) |

It is significant that not only did FC cause to increase the total amount of students' speech, but also to lengthen their speech. Students, who used to answer the teacher's question in one word or at most one sentence, were allowed to share and express their opinions and developed their linguistic ability as engaged in more interactions. It corresponded with a change in *Form restriction*. Restriction on speech form can be imposed by the teacher,

textbook, or type of activity.

As shown in Table 4.8, most of students' production was restricted before FC; a combination of *choral* and *restricted* forms consisted of about four-fifths of the class time. Students read aloud the textbook after the audio recording or repeated vocabulary after the teacher. However, as students engaged in group activities and collaborated to solve given tasks in FC, the ratio of *restricted* and *unrestricted* was inverted.

Table 4.8
Form Restriction (Students)

| Class | Form Restriction (%) | | |
|-------------|----------------------|------------|--------------|
| | Choral | Restricted | Unrestricted |
| Con. 1&2 | 8.40 | 70.59 | 21.01 |
| Flipped 1&2 | 6.30 | 25.20 | 68.50 |
| Flipped 3&4 | 0.00 | 16.82 | 83.18 |
| Flipped 5&6 | 4.35 | 18.84 | 76.81 |

During FC, the most dominant form was *unrestricted*. Classroom Excerpt 10 shows different form restrictions from conventional to flipped class.

Classroom Excerpt 10)

Choral #1

T: Repeat after me.

(L2/Unpre. Inf.)

Traditional

(L2/Unpre. Inf.)

SS: Traditional

(L2/Rep.)

T: Old

(L2/Unpre. Inf.)

SS: Old

(L2/Rep.)

T: Value

(L2/Unpre. Inf.)

| | |
|---------------------------|------------------|
| SS: Value | (L2/Rep.) |
| T: Traditional old value | (L2/Unpre. Inf.) |
| SS: Traditional old value | (L2/Rep.) |

Choral #2

| | |
|--|------------------|
| T: 자 여기 봅시다. | (L1/Unpre. Inf.) |
| 첫번째 그림. 자 첫번째 상황 다같이 읽어볼까? | (L1/Unpre. Inf.) |
| The student... ready, go. | (L2/Unpre. Inf.) |
| SS: The students give teacher a flower. | (L2/Unpre. Inf.) |
| T: 그쵸. The students give teacher a flower. | (L2/Rep.) |

Restricted

| | |
|-------------------------|------------------|
| T: Which is easy money? | (L2/Gen. Req.) |
| S: B is easy money. | (L2/Unpre. Inf.) |

Unrestricted

| | |
|---------------------------|-------------------|
| S1: Money was gift money. | (L2/Unpre. Inf.) |
| S2: 무슨 말이야? | (L1/Gen. Req.) |
| S1: 맞잖아 gift money | (L2/Unpre. Inf.) |
| 쌤이 gift money라고 했어. | (L2/Unpre. Inf.) |
| S2: 뭔소리야 하하 | (L1/Clarif. Req.) |
| Given money야, given. | (L2/Corr.) |
| S3: give money 아니야? | (L1/Clarif. Req.) |
| S2: gived라고? | (L1/Clarif. Req.) |
| S3: 아니 give money | (L2/Corr.) |

In FC, student freely interacted with each other in native language and tried out the target language in unrestricted forms. The reason was that The link between online videos and class time aided intermediate students' learning. Since learned contents through videos and offline classroom activities were systematically connected (Bergmann & Sams, 2014; Frydenberg, 2013), students, who used to be unable to participate in class due to their low English proficiency, could strengthen their learning basis by preparing themselves with watching videos (See Student Interview Quote 5

& 6).

Student Interview Quote 5 (Student B)

I could study the content through the online video before class and practice it in activity, which helped my learning.

Student Interview Quote 6 (Student G)

I could not participate in pair or group activities because I could not prepare ahead of the class, but I found it easy to take an active part in class when I was prepared by videos.

Students' responses implied that FL could lower the bar for learners with low English proficiency, which prevented them from producing the output in the target language in CLT classrooms. Also, it could resolve overcrowded class since online videos in FL enable learners to be prepared for class. In this present study, students received videos on essential contents and showed higher understanding, concentration, and participation in class.

4.2.4 Interaction Patterns

The interaction pattern in classrooms should be similar to that in the real world. That is, in the case of a conversation between two people, it is natural for them to take turns in the conversation. If one keeps initiating a conversation, and the other just keeps answering to it, it will happen only in limited situations such as job interviews. However, this pattern was

frequently observed in conventional class 1 and 2 particularly when they interacted in the second language. It was because the teacher could use the target language only when delivering one-directional procedural instructions and asking pseudo questions regarding students' English proficiency (See Classroom Excerpt 11).

Classroom Excerpt 11)

Procedural instructions

| | |
|------------------------------------|------------------|
| T: Ok. Open your books to page 115 | (L2/Unpre. Inf.) |
| T: Write it down. | (L2/Unpre. Inf.) |
| T: Repeat after me. | (L2/Unpre. Inf.) |

Pseudo questions

| | |
|-------------------------------------|------------------|
| T: What does that mean? Journalist? | (L2/PseudoReq.) |
| T: What about this word? | (L2/Pseudo Req.) |
| T: Can you give me some examples? | (L2/Pseudo Req.) |

Teacher's limited utterances in Classroom Excerpt 11 caused that of students to appear in restricted forms. Classroom Excerpt 12 and 13 in reading class clarified the characteristics of conversation in conventional class.

Classroom Excerpt 12)

| | |
|------------------------------------|------------------|
| T: 다시 말해봅시다. 소재목 세 개 썼는데 안보고, 첫번째, | (L1/Pseudo Req.) |
| S1: The spread of Hallyu. | (L2/Pre.) |
| T: The spread of Hallyu. | (L2/Rep.) |
| What does that mean? Spread? | (L2/Pseudo Req.) |
| S1: 전파하다, 확산되다. | (L2/Pre.) |
| T: 멀리멀리 퍼지다 확장되다 | (L2/Rep.) |

Classroom Excerpt 13)

| | |
|----------------------------------|------------------|
| T: 자, 애들아 성형수술 영어로? | (L1/Pseudo Req.) |
| SS: Plastic surgery. | (L2/Pre.) |
| T: 잘 아네. Plastic surgery.라고 합니다. | (L1/Rep.) |

As implied in Classroom Excerpts above, the teacher's initiation of interaction was to check the understanding of students and facilitate their engagement, not to negotiate the meanings. Thus, students' change to produce L2 was only used for translating words from Korean to English or vice versa in response to the teacher's pseudo questions. The overall classroom interaction pattern in conventional class was teacher-initiation, student-response, and sometimes teacher-initiation or feedback, which is the typical classroom interaction in Korean CLT classrooms (Jee & Kim, 2014; Kim, 2007; Lee & Kim, 2013; Park, 2008). Not a single word or sentence in L2 was initiated by students in conventional class 1 and 2 (See Table 4.9).

However, more interactive interaction patterns appeared in both languages during FC (See Classroom Excerpt 14).

Classroom Excerpt 14)

| | |
|-----------------------|------------------|
| S1: 경찰 is a winter. | (L2/Unpre. Inf.) |
| T: Why? | (L2/Elab. Req.) |
| S2: 경찰 is comedy. | (L2/Unpre. Inf.) |
| S1: He is a cold boy. | (L2/Unpre. Inf.) |
| SS: 차도남, 차도남. | (L1/Trans.) |
| S1: Cold city boy. | (L2/Unpre. Inf.) |
| T: Cold city boy. | (L2/Rep.) |

This interaction in Classroom Excerpt 14 is from the activity of describing a friend using a metaphor. As one student described his friend with a metaphor he conceived, the teacher asked to clarify the intention. Not only the students answered the reason for his statement in English, but also another student joined the interaction to make a joke. FC is implied to have the potential to lead meaningful interactions in the target language even among students with low proficiency. Since different instructional procedures of FC could ensure more opportunities for students to participate and interact in class, students could begin using the target language in a classroom despite their low language proficiency.

In this present study, students completed tasks in groups with four to five members, and the ratio of group works in class was inverted with that of *Teacher to whole class* according to Figure 4.1. Many students thought group activities in FC had advantages over direct instruction and individual activities in conventional class because they could receive personalized learning, be motivated to understand, concentrate on, and engage in class, and benefit from more interactions (See Student Interview Quote 7 & 8).

Student Interview Quote 7 (Student A)

I thought that my teacher is the one who led the class [as a teacher to the whole class] before, but now she personally checks on us and gives an individual explanation while we working in activities.

Student Interview Quote 8 (Student G)

Although we are in the same class, our scores in the test are different. I used to remain silent in lecture, but now I like FC because I could receive personalized explanation and help based on my level.

Since the teacher could spend time offering feedback and support to students in group activities instead of staying in front of the class, students were satisfied with differentiated instructions. It was a positive result similar to that of Bergmann and Sams' (2012) and Cockrum's (2014). The teacher offered personalized learning by assigning additional tasks to those with higher proficiency while giving help to those in trouble. It resulted in more interaction which CLT classrooms desire, and students were provided with more content and linguistic input.

Another data supporting the possibility of FC is the increase in discourse initiation. The number of *discourse initiation* increased to six times to the number in conventional class in Table 4.9.

Table 4.9
Discourse Initiation (Students)

| Class | Discourse Initiation (Total number of discourse) |
|-------------|---|
| Con. 1&2 | 20 (116) |
| Flipped 1&2 | 89 (132) |
| Flipped 3&4 | 97 (212) |
| Flipped 5&6 | 124 (236) |

At first, students' discourse initiation took only about one fifth of the total number of discourse, but as FC started, it was increased to more than two thirds. Although it decreased, it remained about the half of the sum of the discourse. It implies the change of the fixed initiation-response-feedback pattern. The interaction direction of 'teacher initiation-student response' changed to 'student initiation-teacher response' and 'student initiation-student response.'

4.3 Teacher's Perceptions

On the purpose of providing evidence to answer the third research question, the interviews with the teacher before, during, and after FC were collected and analyzed. The following sections will describe her perceptions of FC.

4.3.1 Teacher's Perceptions on Self-created Videos

In the research, it was verified that a communicative classroom can be realized even with intermediate students. The harmony of online videos and group activities was the key element in FL. At first, both the teacher and students had trouble adapting to the new educational approach. She felt burden to create videos and had a skeptical stance on the idea of FL, substituting direct instruction in class by online videos (See Teacher Interview Quote 6).

Teacher Interview Quote 6 (The 1st Interview, May 17th)

Hearing the news that I will flip the class, a fellow teacher suspected, "Students doze off even we woke them up in class. Will they focus on watching the videos alone at home?"

Also, negative responses from students in early adjustment period disappointed her (See Teacher Interview Quote 7).

Teacher Interview Quote 7 (The 2nd Interview, Oct 19th)

Students feel tired of watching videos. Their responses are like “Do we have to watch it again?” They still have homework of watching videos even after the school finished. Their affective pressure is strong.

However, her anxiety was settled down as students adjusted to watching videos and benefited from FL, which led the teacher to realize the effect of offering the content ahead of classes and to decide to producing videos for her own class even after the end of this research. She recognized that watching videos prior to class could compensate for students’ low English proficiency, and it led improvement in class understanding, concentration, and engagement

Also, FL lessened the teacher’s burden of responsibility for students’ learning and freed her from an obsession with the curriculum (See Teacher Interview Quote 8).

Teacher Interview Quote 8 (The 3rd Interview, Dec 18th)

At first, I questioned the effect of learning in FC. It may be a disaster. I worried it may have unpredictable harm to students. However, finding students learn by videos, I realized that I was wrong that I tried to teach and control everything.

The realistic reasons why CLT classrooms in Korea cannot be effective

is that teachers have to confront social and environmental problems such as limited classroom hour, learners with different language proficiency even in differentiated classes, already-crowded curriculum, assessment-centered learning environment (J. Lee, 2014). In order to win out these difficulties, teachers tend to choose teacher-centered lectures as the main teaching method against their belief. It was also founded in J. Lee's study (2014), examining the perceptions of four first-year English teachers that they wanted to interpret and apply CLT classrooms but had to compromise their belief due to practical limitations. Also, the realization of CLT class varied according to the teacher variable (Y. Lee, 2014) FC can supplement limited classroom hour by online videos and secure it to maximize the class time. Since teachers' burden for curriculum and assessment are reduced, they are allowed to provide learner-centered class and opportunities to interact with each other. A student with different proficiency even in the same level can be prepared through online videos and offline group works so that they can actively participate in interaction in class (Bretzmann, 2013; Cockrum, 2014; Sung, 2015). FC can be suggested as a way to make CLT classrooms in Korea more communicative and learner-oriented ones.

4.3.2 Teacher's Perceptions on Group Activities

The teacher asserted that the advantages of group activities in FC were to change in a classroom atmosphere, to reform into learner-oriented classes with increased input and interaction, and to individualize among her students (See Teacher Interview Quote 9).

Teacher Interview Quote 9 (The 3rd Interview, Dec 18th)

I had included activities, but there was always a limit. I thought I designed similar activities without expectations in FC, but the result was extremely different.

She could discover higher motivation and active class participation of her students in the learner-centered class. She positively evaluated this change FC brought, saying “The class was revived!” This finding was similar to that of M. Lee (2014a)’s study.

Also, the teacher can understand students more through frequent interactions (See Teacher Interview Quote 10).

Teacher Interview Quote 10 (The 3rd Interview, Dec 18th)

I grasped much more about each student’s level, personality and attitude than before. If I had taught them for a year, I would have individuated every student. Also, I built more intimate relationships with the student as I answer their questions and give help and feedback.

The teacher prioritized student-centered activity class as the core of FC and attributed every change to activities. However, this positive recognition

was not originated from the beginning (See Teacher Interview Quote 11).

Teacher Interview Quote 11 (The 2nd Interview, Oct 19th)

Since the class centered on activities, students showed interests and engaged in activities but isn't watching videos significant? Students sometimes complained about FC... sometimes I got shocked. They did not finish any task during group activity time. Some of the student could not do it...others did not do it.

Unlike the teacher's early skepticism, she confirmed the effect of student-centered activity class and re-defined a role of a teacher. Benefits of FC she mentioned above shared the similarity with ideal communicative classroom CLT researchers argued. Since FC filled with group activities can naturally realize student-oriented class (Spada & Frohlich, 1995), it returned deprived opportunities of interaction to students. Although every increased input and interaction in this present study were not produced in English because of learners' low proficiency, evidence was found in interviews with participants that the application of FC can cause more communicative classroom.

Moreover, the teacher hoped to continue FC after this present study. Although she had to cope with increased amount of time and efforts in class preparation, it was worthwhile to pay the cost since she thought that changes in instructional procedures and interactions she and her students experienced were only possible through FL. However, for the successful realization of FC

in Korean CLT classrooms, it is essential to provide systematic administrative and institutional helps such as construction of smart environment, an exclusive use of a classroom only for English, block time system, combining two consecutive classes, provision of activity materials, and a teacher community specialized in FL. It will be mentioned in Section 5.2.

4.4 Students' Perceptions

In order to offer evidence to answer the fourth research questions, the interviews with students at the end of FC were collected and analyzed. An illustration on students' perceptions on teacher-created videos, group activities, and changes will be presented to indicate how students perceive FC.

4.4.1 Students' Perceptions on Teacher-created Videos

In this section, an investigation will be made on students' perception of online videos, to what extent watching online videos can compensate for their low proficiency and encourage them to interact in class. For this study, teacher-created videos were provided as the means of offering prior knowledge. As digital natives, who were accustomed to the use of technology (Kim & Kim, 2014), students utilized the benefits of immediate and constant access at their convenience which online videos offers without any difficulty. Most of the students prefer watching 10-minute online videos to listening to direct instruction in conventional class because it enabled self-pacing of students' learning and became a scaffold to activities in class.

Learners not only watched videos but also they could pause and rewind the video (Bergmann & Sams, 2012; Cockrum, 2014). Watching online videos before class enabled self-pacing according to their own learning pace and proficiency (See Student Interview Quote 9 & 10).

Student Interview Quote 9 (Student E)

Taking a lecture in class was only possible once so it was difficult to study when I could not understand. However, taking a lecture by online videos enables me to re-watch them as many times as I want and until I can understand.

Student Interview Quote 10 (Student D)

If I missed something in a lecture, I could not understand because it was already passed. I could not ask the teacher whenever I missed. Online videos are much shorter than class time and convenient to watch and replay the parts I lost.

The strongest advantage of self-pacing is that students could replay videos many times according to their learning level and pace until they could understand. Their satisfaction was evidence that conventional class was delivered without a consideration of students' understanding. English teachers in Korea have been hindered from providing personalized learning due to an overcrowded class assigned to one teacher, assessment-centered education, already-full curriculum (J. Lee, 2014). To compromise with the environmental constraints, most of the teachers reluctantly chose a lecture as the main teaching approach, not learner-centered group works which CLT had advised (M. Lee, 2014a). Bergmann and Sams (2012) described lecture-

centered as ‘the shotgun approach’ and pointed out the problem of a lecture. Direct instruction puts a focus on a transmission of a great deal of knowledge in given time although it cannot provide individualized learning considering learners’ learning proficiency and pace. Therefore, it cannot offer ‘wait time’ which Thornbury (1996) believed to be essential in students’ development in communicative ability. However, FL provides students with a content component (Kerres & de Witt, 2003) through online videos and a tool of preparation for individualized learning in actual class (Bang & Lee, 2014).

Also, it was worthwhile to notice that watching online videos was the most controversial factor among students (See Student Interview Quote 11, 12, & 13).

Student Interview Quote 11 (Student C)

I prefer a lecture. I could stay doing nothing in conventional class because somebody other than me will answer the teacher’s question. but in flipped class, I have to be very self-directed [in watching videos and engaging in group work]. I think listening to the teacher’s explanation is comfortable with me.

Student Interview Quote 12 (Student F)

I only watched the video once! I do not want to watch it because it is irritating and burdensome. Before the flipped learning, I could learn the contents with everyone in class but now I have to watch videos as homework at home. It feels like I have homework everyday.

Student Interview Quote 13 (Student H)

My teacher took my phone so after then, I could not watch it. I could have watched it with my computer but... I knew watching videos was helpful but it bothers me.

Some students preferred in-class lecture because of their different learning styles. Also, they felt burdensome for watching videos before class because they regard it as another homework imposed on them. Although they admitted that watching videos was helpful, they did not want to feel pressured. Furthermore, students without a personal smart phone gave up watching them because they did not want to invest extra effort to watch them by a computer. Their answers implied the importance of accessible electronic device. Their responses confirm the early difficulty and the need for adjustment period in FC reported in many studies (Byun & Jung, 2015; Li, 2013; Moran & Young, 2014; Sung, 2015; Wang & Zhang, 2013 (cited in Webb et al., 2014)).

4.4.2 Students' Perceptions on Group Activities

More group works in FC lead an increase in interaction. The strict classroom atmosphere was changed into more student-centered one; therefore, students freely expressed their opinions and shared their ideas through peer teaching. Interactions among students as well as ones with the teacher increased, and so did the utterance of the overall class (See Student Interview Quote 14 & 15).

Student Interview Quote 14 (Student B)

There was little chance to speak my opinion and ask a question in conventional class. I tended to do the task by alone even though it was a pair work and answered to the teacher's question. However, in the flipped class, I could throw questions whenever I was curious and be given more time to share ideas with friends.

Student Interview Quote 15 (Student D)

I could concentrate more when working with friends than doing it alone. We could share opinions together and listen to them. I could understand the contents better as I learned what I did not know from other and I taught them what I know.

Students remained silent even in pair works in teacher-led class. They preferred finishing tasks by themselves and rarely shared ideas because of teacher-centered instructional procedures. On the contrary, as FC changed the classroom atmosphere founded in M. Lee's (2014a) study, students, took advantages of it. They asked each other for help whenever they needed. They could benefit from increased input by interactions and created their own class.

FC allowed the class to be more student-centered, increased the input by the teacher and students, and opened the door to more interactions. It corresponded to the ideal CLT classrooms, and most of the students showed higher satisfaction. On the other hand, some students expressed discontentment (See Student Interview Quote 16, 17, & 18).

Student Interview Quote 16 (Student B)

Group work is fun but sometimes annoying. It takes longer because my group has to cooperate to solve the task. I sometimes get angry because peer students did not watch the video and were unprepared. I have to help them.

Student Interview Quote 17 (Student D)

Since most of class contains group work, the quality of the class time depends on the member of the group. If unmotivated student is my group, it is irritating.

Student Interview Quote 18 (Student G)

I used to stay silent if I did not know the contents. Now I have to take a role in group work but I am not good at English. I do not want to be a burden to my friends.

They mentioned stress from unprepared students and peer pressure. Also, some preferred conventional teaching approach because of difference in a learning style. These disadvantages should be under consideration to improve FC.

4.4.3 Students' Changes from Flipped Classroom

The positive changes of students in FC are higher English academic achievement and positive perceptions toward English and English class

Although this present study did not measure students' academic achievement, with a quantitative data tool, a number of students mentioned higher achievement (See Student Interview Quote 19).

Student Interview Quote 19 (Student A)

All I had to do in conventional class was to write down the teacher's lecture, but now I have to create an idea, write it in a sentence, and talk to students so I feel like I learned a lot more, and my English was improved. It is reflected in a higher score in a test.

It corresponded to the results of previous studies. Repetitive viewing of online videos before and after class, receiving personalized learning and teaching and learning with peers resulted in better grades. Since Foster and Ohta (2004) claimed that meaning negotiation through interaction with peers could aid transmission and understanding of the contents in foreign language education, students in this study also benefited from increased interaction. Also, students reported positive changes in attitudes toward English and English class (See Student Interview Quote 20, 21, & 22).

Student Interview Quote 20 (Student G)

My view of English has been changed through FL. I thought I dislike English and I would not be able to do well in English no matter how I tried. However, now I think I can be good at English and I want to study more. It is a miracle that I can have this feeling for English.

Student Interview Quote 21 (Student C)

It has been long that I gave up English because it was a difficult and frustrating subject but FC helped me to have a confidence in English and realize that I can be great at English and English is fun, too.

Student Interview Quote 22 (Student H)

FC let me, who had no interest in English, be intimate with it. My hostile feeling to English disappeared, and it aided me to engage in class pleasantly.

The changes in confidence, interest, and attitude toward English were reported by many students, and they support the findings of Seo and Seong (2015) in middle school learners. Also, as FC helps to build intimate relationships in class through increased interaction, it eliminated the negative feelings for English. FC has a positive influence in secondary school learners' affective factors.

Most of students with positive experience in FC, showed strong preference for FC to conventional class and hoped they would continue FC after the research. Nevertheless, some students still preferred the teacher's direct instruction. It may result from individuals' different learning styles. Also, since FL is a rather new approach, requiring students' active engagement and self-directed orientation, it can be burdensome for those who are familiar with the conventional teaching approach (Bergmann & Sams, 2012; 2014). Therefore, a careful consideration and preparation are required to apply FL in Korean CLT classrooms.

CHAPTER 5

CONCLUSION

The final chapter presents the summary of the major findings (Section 5.1), followed by the pedagogical implications of this study (Section 5.2), and the limitations and suggestions for further studies (Section 5.3).

5.1 Major Findings

The purpose of this study was to investigate the effects of flipped learning (FL) on communicative language teaching (CLT) classrooms in Korean English as a Foreign Language (EFL) context. In order to answer four research questions, flipped English classes in a Korean middle school were examined concerning their instructional procedures, classroom verbal interactions and perceptions. They were observed for sixteen weeks, related documents and video- and audio-recordings were collected, and both the participant teacher and her students were interviewed. The data was analyzed to understand the practicability of flipped classrooms (FC) to transform Korean CLT classrooms into more communicative and learner-oriented and perceptions of the teacher and students on FC.

The findings of this study suggested FC could produce more

communication and learner-centeredness than conventional CLT classes in terms of both instructional procedures and verbal interactions. Above all, the more student-led group activities were included in class, the more input and interaction were produced between the teacher and students and among students. Students could receive personalized feedback and help from the teacher and students, engage in interactions more frequently, and utilize integrated skills. Students became active agents of the class in that they were given more freedom to choose the topic of content and materials.

However, flipping the class could not compensate for the lack of second language input and interaction in the target language in Korean EFL contexts due to low language proficiency of the participant students. Most of the verbal interactions were made in the mother tongue. Nonetheless, classroom verbal interactions in FC tended to be more communicative. The total amount of the teacher's and students' utterances, including second language utterances, were increased, and the types of the utterances showed the difference from those in conventional classes. Teacher's utterances were changed into genuine questions and elaborated requests instead of a mere repetition of students' answers, while those of students involved unpredictable answers and reactions to form and meaning in unrestricted ways. As students began initiating the discourse by themselves, more interactive patterns were reported in interactions.

The experiences of the teacher and students during FC could bring about changes in their awareness of FC as well. The teacher could re-define their roles as ‘guide on the side’, not ‘sage on the stage’ (Bergmann et al., 2013). As she could hand over the initiative to students, she felt fewer burdens for the responsibility for students’ learning and got freed from practical and environmental constraints; she could create a more communicatively-oriented classroom. She could grant students with more interaction opportunity, offer more second language input which lacked in Korean English classrooms, and provide individualized instruction considering the gap among students in the same level. Through FL, the teacher could grasp a better understanding of students and build an intimate relationship, which was found in students’ responses as well. Also, flipping the class contributed to the teacher’s professional development. Still, it required the teacher to spend an enormous of time and efforts in class preparation, which could impose burden on them.

In addition, students were more prepared, and became active agents in the class. Online videos compensated for learners’ low proficiency by enabling them to access online videos with an unlimited number of times based on their own learning level and pace. Exposed to the content before the class, learners could actively engage in group works in class with a better understanding and concentration. As they cooperated and completed tasks

with peers, they could interact more with peers and also ‘learn by doing’ and received personalized learning and help from the teacher whenever they needed her. Their higher motivation and positive perceptions toward English resulted in better grades and implied the possibility of self-directed learning. Changed instructional procedures and interaction patterns in flipped class allowed students to be the owner of the class and take responsibilities for their own learning. Still, FL required the early adjustment period for students as well as the teacher and imposed burden of cooperative work.

5.2 Pedagogical Implications

The present study yields several implications for pedagogical practices. To begin with, the systematic help from administrative and institutional organizations is essential for successful FL. FL requires teachers to invest in class preparation much more than a conventional teaching method does. Teachers should design the class ahead, select which contents to be delivered by either online videos or activities in class, and prepare necessary learning materials in FC, entailing more time and efforts. The administrative help from schools should be offered to lessen teachers’ burden by providing classrooms only for English and counting them out of miscellaneous work to

ensure the class preparation time.

Besides, a teaching consultation should be provided by professionals. Without a thorough understanding of FL, it is easy to concentrate on external elements of FC such as a creation of fancy videos and to miss the essential of FL, interaction in group works. Especially, FL research in Korean EFL contexts is in its early stage, so it needs more careful consideration in reflecting the original purpose of FL. Favorable environment and guidelines for FL should be created to facilitate the application of FL in CLT classrooms.

Finally, it is fruitful to organize a teacher community studying FL. FL is a relatively new teaching approach to both educators and students, so the adjustment period in the early stage is required for them as reported in various studies (Byun & Jung, 2015; Li, 2013; Moran & Young, 2014; Sung, 2015; Wang & Zhang, 2013 (cited in Webb et al., 2014)) including this present study. Therefore, it will be helpful if teachers can seek help, share ideas and give feedback to each other in a teacher's network to wisely survive from the difficulty in the early period. Also, Bergmann and Sams (2014) asserted that there is no single form of FC. It is difficult to create FC suitable to an individual teacher's educational environment without any help. In Korea, Futureclass Network, a non-profit organization has conducted research on FL and has trained future FL teachers. These types of the organization should be supported to propagate and apply FL effectively.

5.3 Limitations and Suggestions for Further Studies

The current study has following limitations and recommendations for future studies on the flipped English classrooms. Firstly, only one English teacher and her intermediate-level students participated in this study for a relatively short period so the findings of this study cannot be generalized to every school in Korean EFL contexts. Besides, since only reading classes were subject to be analyzed for the fair comparison, the same result cannot be guaranteed in classes focusing on other language skills. Further research is recommended to include more participants from all the levels in the differentiated classes over an extended period to present more comprehensive understanding of FC.

Secondly, this study confirmed the potential that FC could change Korean CLT classrooms into more communicative and learner-centered ones by a quantitative analysis of instructional procedures and classroom verbal interactions. However, it could not confirm the effects of FC on learners' second language acquisition because most of learners used the native language due to their low language proficiency. Longitudinal studies are, therefore, recommended to explore learners' language development in flipped classes.

Thirdly, this study focused only on changes in instructional procedures and classroom interaction and perceptions of the teacher and students. Although the teacher and students reported positive influences of FC on academic achievement and perceptions in interviews, they were not measured by a quantitative measurement such as a comparison between pre- and post-treatment test scores or surveys. Therefore, this research cannot prove them with statistically significant data. Thus, further study can conduct an experimental study, including a control group and identify the effects of FC on academic achievement and perceptions by collecting the quantitative data of students.

Finally, all the classroom observations and analysis were conducted by the researcher. She received training in social and behavioral research offered by the Collaborative Institutional Training Initiative (CITI) Korea according to the ethical guidelines of the university's ethics committee and tried to ensure trustworthiness in the analysis of data. However, the possibility of inclusion of the researcher's subjective interpretation cannot be completely excluded. Therefore, it is highly advised future studies to include more than two researchers for ensuring the objectivity.

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APPENDICES

APPENDIX A COLT Observation Scheme

APPENDIX B Tables for COLT Part A

APPENDIX C Interview Questions (The Teacher)

APPENDIX D Interview Questions (Students)

APPENDIX E Interview Quotes (The Teacher)

APPENDIX F Interview Quotes (Students)

The COLT Part B

COLT PART B: COMMUNICATIVE FEATURES

Communicative Orientation of Language Teaching Observation Scheme

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School..... Date of visit.....
 Teacher..... Subject.....
 Teacher.....

| TEACHER VERBAL INTERACTION | | | | | | | | | | | | | | | | | | STUDENT VERBAL INTERACTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Off task | 1 | 2 | 3 | L1 | L2 | Target language | Information gap | | | | Sustained speech | | Reaction to term/ message | Incorporation of student utterances | | | | | | | | Target language | Information gap | | | | Form restriction | Reaction to term/ message | Incorporation of student /teacher utterances | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | Giving Info. | Predict. | Unpred. | Pseudo requ. | Genuine requ. | Minimal | | Sustained | Form | Message | Correction | Repetition | Paraphrase | Comment | Expansion | | Clarif. request | Elab. request | Request. Info. | Pseudo Requ. | | | Genuine Requ. | Ultra-minimal | Minimal | Sustained | Choral | Restricted | Unrestricted | Form | Message | Correction | Repetition | Paraphrase | Comment | Expansion | Clarif. request | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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The Coding Abbreviation of COLT

| Key Abbreviation | Communicative Features Categories |
|------------------|-------------------------------------|
| L1 | First language |
| L2 | Second language |
| Pre. Inf. | Giving predictable information |
| Unpre. Inf. | Giving unpredictable information |
| Pseudo Req. | Pseudo request |
| Gen. Req. | Genuine request |
| Ultram. | Ultraminimal |
| Min. | Minimal |
| Suts. | Sustained |
| Form | Form |
| Mess. | Message |
| Corr. | Correction |
| Rep. | Repetition |
| Para. (Para)(TR) | Paraphrase (Paraphrase-Translation) |
| Comment | Comment |
| Exp. | Expansion |
| Clarif. Req. | Clarification Request. |
| D. I. | Discourse Initiaion |
| Chor. | Choral |
| Restr. | Restricted (form) |
| Unrestr. | Unrestricted (form) |

APPENDIX B
Tables for COLT Part A

Table 4.1
Participant Organization

| Class | Participant Organization | | | | | | |
|-------------|--------------------------|-------|--------|-----------|----------------|------------|----------------|
| | Class | | | Group | | Individual | |
| | T-S/C | S-S/C | Choral | Same task | Different task | Same task | Different task |
| Con. 1&2 | 71.76 | 0.00 | 2.72 | 16.74 | 0.00 | 8.79 | 0.00 |
| Flipped 1&2 | 46.51 | 0.00 | 0.00 | 46.51 | 0.00 | 6.98 | 0.00 |
| Flipped 3&4 | 49.60 | 0.00 | 0.00 | 50.40 | 0.00 | 0.00 | 0.00 |
| Flipped 5&6 | 20.82 | 16.73 | 2.23 | 52.04 | 8.18 | 0.00 | 0.00 |

Table 4.2
Content

| Class | Content | | | | | |
|-------------|------------|------------|----------|--------------|--------------|---------------------|
| | Management | | Language | Other topics | Combinations | |
| | Procedure | Discipline | Form | Broad | Form/Broad | Discourse/ Broad |
| Con. 1&2 | 7.53 | 0.00 | 61.92 | 11.72 | 18.83 | 0.00 |
| Flipped 1&2 | 12.79 | 11.63 | 9.30 | 19.77 | 46.51 | 0.00 |
| Flipped 3&4 | 10.00 | 0.00 | 12.00 | 0.00 | 78.00 | 0.00 |
| Flipped 5&6 | 7.81 | 0.00 | 0.00 | 17.47 | 44.98 | 29.74 |

Table 4.3
Content Control

| Class | Content Control | | |
|-------------|-----------------|--------------------|---------|
| | Teacher/Text | Teacher/Text/Stud. | Student |
| Con. 1&2 | 61.92 | 38.08 | 0.00 |
| Flipped 1&2 | 46.51 | 32.56 | 20.93 |
| Flipped 3&4 | 49.60 | 24.00 | 26.40 |
| Flipped 5&6 | 23.05 | 33.09 | 43.87 |

Table 4.4
Student Modality

| Class | Modality | | | Combinations | | | |
|-------------|-----------|----------|---------|--------------|-------|------|-------|
| | Listening | Speaking | Reading | LS | LSR | LW | LSRW |
| Con. 1&2 | 37.95 | 4.06 | 6.53 | 12.55 | 16.74 | 8.79 | 13.39 |
| Flipped 1&2 | 32.95 | 4.26 | 0.00 | 0.00 | 9.30 | 0.00 | 53.49 |
| Flipped 3&4 | 32.96 | 10.80 | 5.84 | 0.00 | 0.00 | 0.00 | 50.40 |
| Flipped 5&6 | 16.73 | 2.97 | 0.37 | 8.92 | 19.70 | 0.00 | 51.30 |

Table 4.5
Types and Sources of Materials

| Class | Types | | | | Source | | |
|-------------|---------|----------|-------|--------|--------|--------------|-------------|
| | Text | | | | | | |
| | Minimal | Extended | Audio | L2-NNS | L2-NSA | Student-made | No material |
| Con. 1&2 | 40.17 | 36.40 | 5.02 | 81.59 | 0.00 | 0.00 | 18.41 |
| Flipped 1&2 | 12.79 | 59.30 | 3.49 | 54.65 | 0.00 | 20.93 | 24.42 |
| Flipped 3&4 | 28.80 | 60.40 | 2.00 | 64.8 | 0.00 | 26.40 | 8.80 |
| Flipped 5&6 | 40.52 | 48.33 | 0.00 | 23.79 | 25.28 | 39.78 | 11.15 |

APPENDIX C

Interview Questions (The Teacher)

The 1st Interview

1. [Personal Background]

What kind of learner were you when you studied English? Why did you decide to be a teacher?

2. [Teaching Experiences]

How long have you been teaching English? What levels of students have you taught?

3. [Professional Development]

What kinds of teacher training programs have you attended since you became a teacher? What efforts have you made toward your professional development?

4. [Teaching Beliefs]

What do you think the purpose of learning English language is? What is your role as a teacher in your classroom?

5. [Perceptions of Self and Students]

What are your teaching goals this semester? What do you expect from your students in class?

6. [Perceptions of Flipped Learning]

What is your expectation for flipped learning? What do you think of participating in the flipped learning research?

The 2nd Interview

1. How is your experience with flipped learning?

2. What are concerns or difficulties you experienced in the flipped classrooms?

3. What are the responses of students toward flipped learning?

4. What are the advantages of flipped learning to yourself and students?

5. How do you create online videos?

6. What kinds of support do you need for successful flipped learning?

The 3rd Interview

1. What is your understanding of flipped learning after the experiment?

2. What changes did you observe in the flipped classrooms?

3. What changes of students did you observe? Why do you think they have changed?

4. What changes of yourself did you observe? How did flipped learning help you in professional development?

5. What change will you make next semester and why?

APPENDIX D

Interview Questions (Students)

1. [Learning Experience]

When did you begin learning English? How long have you been learning English?

2. [Motivation]

What is your attitude toward English? Do you like studying English? Do you like English class? Do you think flipped learning can help you to enjoy English and English class? If so, why?

3. [Flipped Learning Evaluation]

What do you think of online videos? By what means did you watch them? What are the advantage and disadvantages of watching online videos before classes?

How did watching online videos prior to classes affect you in class?

What do you think of group activities? What are the advantages and disadvantages of participating in group work?

What was your favorite classroom activity?

What changes did you observe in classroom atmosphere before and after flipped learning?

What changes did you observe during and after flipped learning?

What do you think of the relationships with the teacher before and after flipped learning? What do you think of the relationships with peer students before and after flipped learning?

4. [Expectation]

Do you want to continue flipped learning? If so, why?

APPENDIX E

Interview Quotes (The Teacher)

Teacher Interview Quote 1 (The 1st Interview, May 17th)

해보지는 않아서 잘 모르겠지만 큰 차이는 없을 것 같은데요. 요즘 수업은 절대 ‘강의’만 하지 않거든요. 항상 학생들과 상호작용하면서 수업을 해요. 또 활동을 포함하는 걸 권장하고 저도 항상 활동을 포함했거든요.

Teacher Interview Quote 2 (The 3rd Interview, December 18th)

상호작용 패턴이 달라지더라고요. 더 의사소통적이라고 해야하나. 학생들의 의견을 자유롭게 말하고 서로 피드백을 주기도 하고.

Teacher Interview Quote 3 (The 3rd Interview, December 18th)

수업의 주도권을 학생들한테 내어주니까 수업에 대한 저의 인식이 변하더라고요. 학생들에게 ‘덜 친절’ 해야겠다는 생각이 들었어요. 강의를 아닌 활동 내에서 스스로 지식을 학습하는걸 도와주는 역할을 하니까 수업이 달라지더라고요.

Teacher Interview Quote 4 (The 2nd Interview, October 19th)

수업 준비에 평소의 2,3배 이상의 시간과 노력이 필요해서 너무 부담돼요. 영상을 제작하는 건 익숙해지는데 매 수업마다 알맞은 활동 2-3개를 준비하는 게 정말 어려워요.

Teacher Interview Quote 5 (The 2nd Interview, October 19th)

기존 본문 수업은 comprehension check만 위주였으면, 이제 다양한 활동을 통해서 긍정적인 의미로 또 다른 가르치는 활동을 하고 있어요.

Teacher Interview Quote 6 (The 1st Interview, May 17th)

제가 거꾸로교실 한다니까, 한 선생님은 그랬어요. “수업 시간 내에 애들 깨워가면서 수업해서도 자는데, 혼자서 집에서 보는 게 되겠어?”

Teacher Interview Quote 7 (The 2nd Interview, October 19th)

학생들이 좀 지쳐하는 감이 있어요. “또 봐야해요?” 이런 반응. 학교 끝나고 집에 가서도 끝이 제가 거꾸로교실한다니까, 한 선생님은 그랬어요. 수업 시간 내에 애들 깨워가면서 수업해서도 자는데, 혼자서 집에서 보는 게 되겠어?

Teacher Interview Quote 8 (The 3rd Interview, December 18th)

처음엔 거꾸로교실의 학습에 대한 의문도 있었죠. 망할까봐. 학생들에게 예기치 않은 피해를 줄까봐 걱정했어요. 그런데 영상을 통해서 학습하는 학생들을 보니까 제가 모든 것을 다 가르치려고 하고 control하려고 했던 제가 옳지 않았다는 걸 깨달았어요.

Teacher Interview Quote 9 (The 3rd Interview, December 18th)

이전의 저도 활동을 포함했었거든요? 근데 분명 한계가 있더라고요. 거꾸로교실에서도 별 기대 없이 같은 활동을 했다고 생각하는데 결과는 전혀 다르더라고요.

Teacher Interview Quote 10 (The 3rd Interview, December 18th)

이전에 비해 학생 수준, 성격, 태도에 대해서 훨씬 더 많이 파악했어요. 만약 1년 동안 가르쳤다면 모든 학생을 파악할 수도 있을 것 같아요. 또 개별 학생들의 질문을 답해주고 피드백과 도움을 주니 학생들과 더 친해진 것 같아요.

Teacher Interview Quote 11 (The 2nd Interview, October 19th)

활동 수업이니까 학생들은 툴루랄라 신나게 따라오기는 하는데... 영상이 중요한 거 아닐까요? 학생들이 불평할 때도 있고... 가끔씩 좀 충격 먹을 때도 있어요. 그룹 활동 시간을 줬더니 과제가 하나도 안 되어있는 거예요. 못한 애도 있고, 안 한 애도 있고.

APPENDIX F

Interview Quotes (Students)

Student Interview Quote 1 (Student A)

거꾸로교실에서는 내가 동영상 시청을 할지, 수업 활동에 참여할지에 대한 여부에 대한 결정권이 주어진 느낌이라서 더 좋았어요. 더 열심히 할 수 있었어요.

Student Interview Quote 2 (Student B)

나 혼자 공부할 수 있다는 생각이 들게 만들었고 스스로 공부계획을 세울 수 있게 되었어요. 스스로 공부하는 힘이 생겨 수업을 위해 영상을 시청하고 활동을 주도해서 도움이 아주 많이 되었어요.

Student Interview Quote 3 (Student G)

예전에는 영어시간 되면 ‘하아~영어야’하면서 한숨부터 나오고 싫어했는데 지금은 영어시간이 되면 ‘오? 영어네!’하면서 좋아해요. 재미있는 활동이 있을 거라는 걸 알아서 기대가 되니까요.

Student Interview Quote 4 (Student E)

예습을 하고 와서 정작 학교 수업을 할 때는 두 번 공부하게 되는 거니까 이해가 더 잘되는 것 같아요. 같은 특히 수업을 할 때마다 모둠으로 진행해서 더 집중이 잘돼요.

Student Interview Quote 5 (Student B)

수업전에 영상을 통해 공부를 스스로 하고 와서 수업 중에 활동으로 연습을 하니까 확실히 수업에도, 공부에도 훨씬 도움이 되었어요.

Student Interview Quote 6 (Student G)

기존엔 수업 내용을 미리 예습할 수가 없어서 짝, 그룹 활동을 할 때 참여하고 싶어도 참여할 수가 없었는데, 영상을 보고 준비를 하니까 수업에 적극적으로 참여할 수 있어 하기가 쉬웠어요.

Student Interview Quote 7 (Student A)

이전에는 선생님이 전체를 대상으로 수업을 끌고 나가는 느낌이 강했는데 지금은 우리가 활동을 하고 있으면 개인적으로 계속 와서 확인해주시고 설명해주세요.

Student Interview Quote 8 (Student G)

같은 반에 있어도 점수차가 나거든요. 그래서 강의식으로 설명해주실 때 이해가 안가도 가만히 있었는데, 이제는 수준에 맞춰서 설명도 해주시고 도움을 주셔서 좋아요.

Student Interview Quote 9 (Student E)

교실에서 강의를 듣는 것은 한번만 들을 수 있어서 이해가 안되면 공부하기가 힘들었는데 영상으로 강의를 들으면 언제든지 원하는 만큼, 이해할 때까지 더 들을 수 있어요.

Student Interview Quote 10 (Student D)

강의식 수업은 수업 중에 한번 놓친 부분은 이미 지나가버려서 알 수가 없어요. 매번 따로 선생님께 여쭙볼 수도 없는 거고요. 수업시간보다 훨씬 더 짧은 영상을 원할 때 편하게 들을 수 있고, 모르는 부분은 다시 재생할 수 있어서 좋았어요.

Student Interview Quote 11 (Student C)

저는 강의식 수업이 더 잘 맞아요. 원래 수업에서는 저 아닌 다른 누군가가 대답을 하니까 아무것도 안하고 가만히 있어도 괜찮았어요. 그런데 거꾸로교실에서는 공부는 (영상 시청, 수업활동 참여) 정말 자기주도적으로 해야하더라고요. 전 선생님이 설명해주시는 걸 듣는 게 더 편한 거 같아요.

Student Interview Quote 12 (Student F)

영상 딱 한번 봤어요! 너무 귀찮고 부담스러워서 보기 싫어요. 거꾸로교실 하기 전에는 그냥 영어 수업 시간에 다같이 배우면 되는데 집에 가서까지 숙제로 봐야하는 게 싫었어요. 매일매일 숙제가 있는 느낌이라서요.

Student Interview Quote 13 (Student H)

폰을 뺐겼어요. 폰을 뺐겨서 그 후로는 영상을 못 봤어요. 컴퓨터로 볼 수 있었지만... 물론 영상을 봐야 더 도움이 되는 걸 알았지만 귀찮아서 안 보게 되더라고요.

Student Interview Quote 14 (Student B)

기존 수업에서는 말하고 질문할 기회 자체가 적었어요. 그룹 활동을 해도 그냥 혼자 하고 선생님이 물어보는 내용에만 답을 하는 거였는데 거꾸로교실 수업에서는 모를 때 선생님께 바로 바로 질문을 할 수도 있고 활동 중에 친구들끼리 의견을 나누는 시간도 많아졌어요.

Student Interview Quote 15 (Student D)

혼자서 할 때보다 친구들과 함께 하다 보니까 더 집중이 잘 돼요. 친구들이랑 하면 함께 서로의 의견도 말하고 들을 수 있어요. 제가 생각하지 못했던 아이디어를 들을 수 있기도 하고 모르는 부분을 물어보면서 배우기도 하고 제가 알려주기도 하면서 알고 있는 내용을 더 확실히 할 수 있었어요.

Student Interview Quote 16 (Student B)

모둠 활동이 재미있긴 한데 가끔씩 짜증나요. 훨씬 오래 걸리거든요. 다 같이 해야하니까. 친구들이 영상 안보고 와서 준비가 안 되어있으면 화나요. 제가 도와

줘야만 하니깐요.

Student Interview Quote 17 (Student D)

대부분의 수업이 모둠활동으로 이루어져있다보니까, 누가 모둠원이냐에 따라서 수업시간의 질이 달라지는 거 같아요. 만약에 열심히 안하는 친구가 오면 진짜 짜증나요.

Student Interview Quote 18 (Student G)

예전에는 내용을 모르면 가만히 있었거든요. 그런데 지금은 모둠 활동에서 뭔가 해야하니까... 근데 제가 영어를 못하거든요. 친구들한테 부담되긴 싫고...

Student Interview Quote 19 (Student A)

기존 수업에서는 선생님이 강의를 받아 적기만 했는데 FC에서는 영상을 보고 수업 중 활동에서는 제가 스스로 아이디어를 내고 직접 써보고 친구들과 말해보고 하니까 더 많은 내용을 배우고 영어 실력이 는 것 같아요. 성적은 확실히 늘었고요.

Student Interview Quote 20 (Student G)

거꾸로교실을 통해서 영어에 대한 생각이 달라졌어요. 전 영어를 싫어하고 해도 안된다고 생각했거든요. 그런데 이제는 나도 영어를 잘할 수 있다. 더 하고 싶다...는 생각이 들어요. 이런 마음이 생긴 게 기적 같아요.

Student Interview Quote 21 (Student C)

영어는 나에게 어렵고 하기 싫은 과목이라는 생각을 가지고 포기한지 오래인데 거꾸로교실을 통해 영어에 자신감도 생기고 영어도 잘할 수 있고 재미있다는 걸 알게 되었어요.

Student Interview Quote 22 (Student H)

영어에 대해 관심을 갖지 않고 살아왔던 나를 조금이나마 영어에 관심을 갖게 해주었어요. 영어라는 과목에 더욱 친근하게 다가갈 수 있었고 영어에 대하여 거부감이 사라져서 수업시간에 좀더 즐겁게 참여할 수 있도록 도와주었어요.

국 문 초 록

최근 한국에서는 의사소통중심 언어교수법에 기반한 영어 수업이 비의사소통적이며 교사 중심적이라는 비판이 제기되고 있다. 이에 본 연구는 수업 구조를 혁신하고 면대면 시간을 극대화시켜 최근 학계와 교육현장의 관심과 주목을 받고 있는 플립드 러닝(Flipped Learning)의 의사소통중심 영어 수업에의 시사점을 탐색하고 이를 경험한 교사와 학생들의 인식변화를 조사하고자 하였다.

본 연구의 참여자는 서울의 한 남자중학교 3학년 영어 수준별 중반을 담당한 교사 한 명과 교사의 100명의 학생이었다. 전통적인 수업과 거꾸로교실(Flipped Classroom)의 특징과 차이를 비교 분석하기 위해 25명이 속한 대표적인 두 개의 반의 정규 수업을 16주동안 비참여 관찰하였다. 첫 세 주는 기존 수업으로 진행되어 비교군으로 사용되었으며 이후 13주 동안 거꾸로교실을 실시하였다. 거꾸로교실에서 학생들은 교사가 직접 제작한 사전 디딤영상을 수업 전에 시청하고, 수업시간에는 과제 중심 그룹 활동에 참여하였다. 이 중 8개 읽기 수업을 관찰 대상으로 선정하여 COLT 관찰기법(Communicative Orientation of Language Teaching Observation)을 통해 수업 구조와 언어 상호작용을 분석하였다.

또한, 거꾸로교실이 교사와 학생들에게 미치는 인식 변화를 질적으로 알아보기를 위하여 인터뷰를 실시한 후 이를 기반내용분석(a grounded content analysis) 방법을 사용하여 분류 및 분석하였다.

본 연구에서 도출된 주요 결과는 다음과 같다. 첫째, 거꾸로 영어 교실은 전통적 수업에 비해 수업 구조와 언어 상호작용 관점에서 더 의사소통중심적이고 학습자 중심인 수업을 구성하게 하였다. 교실 밖에서 디딤영상을 시청한 학생들이 교실 내에서는 학생 중심의 모둠 활동에 적극적으로 참여할 수 있었다. 이에 따라 교사와 학생간의, 학생들간의 입력, 출력, 상호작용이 증가하고 상호작용의 양상이 의사소통중심적으로 변화하였다. 반면 낮은 학습자 능숙도로 인하여 증가된 입력, 상호작용이 제2언어로 발생하지 못하여 제2언어 발달에 직접적인 영향을 주지 못한다는 제한이 존재했다. 둘째, 거꾸로 영어 교실은 연구 참여자인 교사와 학생 모두에게 긍정적인 인식 변화를 가져왔다. 교사는 학습 촉진자로서 자신의 역할을 재정의하고 플립드 러닝이 교사 전문성 신장에 기여한다고 판단하였다. 학생들 역시 영어에 대한 흥미와 태도가 변화하여 자신감 및 동기가 향상되었다. 다만, 교사와 학생 모두에게 초기의 적응 기간이 필요하고 교사에게는 수업 준비에 대한 부담과 학생들

에게는 디딤영상 시청과 모듈 활동에 대한 부담을 주는 점을 확인할 수 있었다.

이러한 연구 결과를 바탕으로, 본 연구는 플립드 러닝의 한국 의사소통중심 영어 수업에 대한 시사점과 향후 연구에 대한 제언을 결론부에 제시한다.

주요어: 플립드 러닝, 거꾸로 영어 교실, 교실 상호작용, 인식 변화, 수업 관찰, COLT 관찰 기법

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